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ABSTRACT

The report of a study undertaken for long-range planning and evaluation is in two parts. Part One reviews the institution's academic goals (including an historical overview, statement of educational purpose, and a listing of instructional programs, requirements, and curriculum offerings). Part Two contains five-year projections for curriculum growth in the major academic divisions and services. Some basic student and faculty data are included. (MSE)

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ACADEMIC MASTER PLAN

Valley City State College

Part I

ACADEMIC GOALS:

Current Degree and
Certificate Programs

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HE 008 736

Fall, 1975

VALLEY CITY STATE COLLEGE
Valley City, North Dakota 58072

Dean of Academic Affairs

September 29, 1975

TO: Members of the State Board of Higher Education and
Commissioner Kenneth Raschke

FROM: Sam Rankin, Dean of Academic Affairs, Valley City
State College

Most institutions of higher education have accepted, in considerably differing degrees, the responsibility for providing leadership to improve the quality of higher education. While the need for quality in State systems of higher education is increasingly recognized, excellence has been and will continue to be closely associated with individual institutions. Much of the totality of excellence at this level stems from the influence, professional wisdom, and broad perspective of the faculty. In meeting the educational needs of our students, the corporate faculty and professional administrative staff are V.C.S.C.'s most important assets.

It follows that when an institution such as V.C.S.C. embarks upon both immediate and long range planning that the faculty be involved in substantial ways. It is also apparent that planning for the future is an important responsibility of the faculty and administration at Valley City State College. If any institution of higher education is to retain its vitality and relevance, it must be constantly alert to the possible need for modification of goals, clientele served, programs offered, educational methods employed, and modes of support. Continuing self-analysis in these areas will result in a sharper focus of institutional goals.

At V.C.S.C. the Long Range Planning Committee with the assistance of several ad-hoc study committees as well as the standing committees of the Faculty Association have been involved in an institutional self-analysis since October of 1974. During the academic year 1974-1975, the LRPC focused its attention on the related questions of institutional management and academic program analysis. In union with the Faculty Study Committee and the Executive Council of the Faculty Association, the following reports were presented to the State Board of Higher Education:

1. Revised Constitution of the Valley City State College Faculty Association.

2. Procedural Regulations for the Implementation of the Board of Higher Education's Regulations on Academic Freedom, Tenure, and Due Process.

3. Faculty Evaluation Procedures.

4. Selection and Appointment Procedures for New Faculty.

5. Procedures for Faculty Promotion.

In addition, the Long Range Planning Committee completed five-year projections of modifications in existing academic programs. The first phase of alterations in existing academic programs was presented to the State Board in May of 1975 and received approval for implementation. Each modification had also received the scrutiny and approval of the College's Curriculum and Budget Committees, the Faculty Executive Council, and the membership of the Faculty Association.

The specific changes approved by the Board in May of '75 included the following:

1. One-year Certificate Program: Secretarial Science.
2. One-year Certificate Program: Clerical Science.
3. Four-year Executive Secretarial Program (Modification of existing B.A. in General Business).
4. Teaching Minor in Drivers Education.
5. Composite Teaching Major in Industrial Education (Modification of Existing B.S. in Secondary Education with a Major in Industrial Education).
6. Non-Teaching Major in Industrial Education (Modification of Existing Industrial Education Program).

The above program changes constituted the first phase of a five-year program to alter existing curriculum in ways better suited to meet the needs of our students. As such, they demonstrate a beginning effort on the part of the Long Range Planning Committee and the V.C.S.C. academic community to develop overall planning for meeting the educational needs of our students.

In the preparation of an Academic Master Plan, the LRPC has placed primary emphasis on the development of an overall strategy for curriculum change which accentuates the positive traits of existing curricula and encourages flexibility in the use of existing resources and the assignment of faculty. The LRPC has also devoted considerable effort to the development of effective processes to make the decisions necessary to implement change. In addition to the above basic goals, the LRPC enumerated several factors which must be self-evident to any institution which has faced declining enrollments or the lack of significant growth.

1. V.C.S.C. will be offering fewer new programs in the next five years than in the previous five years.
2. V.C.S.C. will be relying much more heavily on analysis and reviews of existing programs and courses.
3. V.C.S.C. will be hiring fewer new faculty members for new instructional positions.
4. V.C.S.C. as a consequence will be adjusting current programs and courses more often than adding new courses and programs.
5. Requests for new programs in the next five years will primarily constitute "spin-offs" from existing courses of study.

Within the relatively conservative parameters of the above axioms, the LRPC, the Academic Affairs Council, and a subcommittee on Academic Goals and Programs, began the task of preparing an Academic Master Plan. The fact that the College faces an accreditation review by the North Central Association of Colleges and Secondary Schools provided an additional impetus for self study. The motive for developing an Academic Master Plan was the realization on the part of administration and faculty that any overall strategy for change in the area of curriculum can be formulated only after a careful analysis of the

College's condition. The analysis conducted was one which directly questioned generally accepted (but often not precisely formulated) wisdom about the College's curriculum, its strengths, and its weaknesses. The LRPC and the other committees responsible began with the recognition that the growth of the past had fostered neither the habits of mind nor the organizational arrangements conducive to planning in an era of growth decline and growth stabilization. The committees also recognized the fact that in an era of enrollment stabilization colleges and universities have in varying degrees adapted new systems of academic management and employed older systems with renewed vigor to achieve not only immediate curriculum adjustments, but also long range academic planning.

The following is the first installment of a good faith institutional effort to develop an Academic Master Plan. The institutional goals of the College are stated in the Preface as well as an outline of the instructional programs and general education requirements. The academic goals of each major, minor, and certificate program are outlined in detail as well as the goals of each Academic Division and Department. A significant amount of soul-searching effort on the part of Division Chairpersons and divisional faculty is contained in the specific listings of subject matter competencies, presentation or behavioral competencies, and professional skills required in each academic program.

The faculty are currently involved in the process of evaluating each academic course against the competencies enumerated in this document. The result of this study will be a composite listing of course outlines within each Adacemic Division which will insure carefully structured major, minor, and associate programs. While each academic program will continue to offer the student individual choices from elective courses, there will also be a structure which insures the institution and the student that basic and advanced competencies have been included in a continuous, sequential, and integrated manner. The object of this statement of goals or competencies is to achieve at V.C.S.C. a shift in emphasis from the evaluation of teaching inputs to the assessment of learning outcomes. A significant movement in the direction of the evaluation of learning outcomes is the structuring of academic programs in a way which assures the sequential progression of learning experiences, the repetition of key or central competencies, as well as the integration or assimilation of concepts, competencies, or skills.

Phase II of the Academic Master Plan will consist of five-year projections for curriculum growth at Valley City State College. Curriculum growth should not be interpreted in a way which would imply a massive request for new programs or in a way which would reflect a significant change in institutional goals. Rather, the majority of requests forwarded to the Board will entail "spin-offs" from existing courses of study as well as routine adjustments in the title and credit hours of individual courses. Phase II will be presented to the Board at its November 1975 meeting.

Sam Rankin

SR:sk

cc: Members of the Long Range Planning Committee
Members of the Academic Affairs Council
Members of the Executive Council of the Faculty Association
President Ted DeVries

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PREFACE

A. Historical Overview

In 1889 the Constitutional Convention provided for the location of a state normal school at Valley City, North Dakota and set aside a land grant of 50,000 acres to be used in support of the institution. From the beginning the College was a product of both local community initiative and direction from the North Dakota State Legislature. Eager for early action, representatives of Valley City prevailed upon the first legislative assembly to pass a bill providing for the organization and establishment of a normal school at Valley City. Under the authority granted him by the law, Governor John Miller appointed the first Board of Trustees on March 16, 1890. The school opened on October 13, 1890 in rented quarters in Valley City; and in September, 1892, it was moved to its present campus. In 1894 the first graduating class consisting of three members received their diplomas. Since that date more than 17,500 have received diplomas and/or degrees from Valley City State College.

In 1921 the 20th Legislative Assembly authorized Valley City Normal School to award the baccalaureate degree in education. In the fall of 1921 additional courses were added and curriculum developed which enabled the school to become a state teachers college, effective on July 1, 1921. In 1921 the purpose of the institution was expanded to include the specific preparation of secondary school teachers and supervisors as well as elementary school teachers. Since 1946 the College has offered a liberal arts degree, and in 1963 the legislature of North Dakota approved the title of Valley City State College, Valley City, North Dakota.

Legislative appropriations have continued to support the development of the campus at Valley City State College. The campus of the College now consists of approximately 80 acres of wooded park. The College has on its campus 25 buildings valued at $7,046,500. The College lies within three city blocks of the heart of Valley City and is bordered on the south by tree-covered hillsides. It is a picturesque and beautiful campus--the subject of much comment on the part of visitors. Out of the original state land grant of 50,000 acres, there now exists an endowment valued in excess of $976,000, which is held in trust by the Commissioner of University and School Lands, Bismarck, North Dakota.

B. Educational Purpose

The primary purpose of the College, as specified by law, is "to prepare teachers for public schools in the science of education and the art of teaching." The College has in the past and continues in the present to recognize a broader responsibility to the general educational needs of the state and nation. Its philosophy is to direct students toward the attainment of knowledge, skills, appreciations, and attitudes which are designed:

1. to develop a broad, general education and a philosophy of life which includes an appreciation of moral values.

2. to provide a comprehensive liberal arts base requisite to the development of excellence in the collegiate academic program.

3. to provide a health, physical education, recreation, and athletic program to serve the needs of the total student body.

4. to prepare for an active and responsible role in community life.

5. to create a well-rounded personality and a sympathetic understanding of the problems of others.

6. to achieve the knowledge and skills for vocational and professional responsibilities to the maximum use of individual ability.

Valley City State College is dedicated to the service of the economic, intellectual and cultural life of the region in which it is located. In order to effect this involvement, three basic functions are performed:

1. Instruction.

   Instruction is the primary mission of the College. The instructional program has been developed to accomplish the following basic tasks:

   a. to provide a four-year degree curriculum which offers courses which prepare students for teaching and supervising careers in elementary, junior high, and senior high school fields and leads directly to a first-grade professional certificate and a bachelor of science degree.

b. to provide opportunities for students to prepare for careers in professional education, business, commerce, industry and technology, and government service.

c. to provide special programs designed to meet the needs of individuals with diverse educational backgrounds, interests, and qualifications, and to accommodate students such as older adults through the Bachelor of College Studies program--External Degree tract.

d. to provide one and two-year Associate and Certificate programs which enable the student to enter a secretarial, clerical, or other support position in the business or professional world.

e. to provide preparation for students who plan to transfer to professional colleges of other collegiate institutions or universities.

2. Research.

Research is a normal component of many instructional programs and processes and is necessary for the continuous self-renewal required for up-to-date instruction. Thus, research activities focus upon:

a. scholarship and departmental research directly related to instruction, and

b. applied and developmental research which is compatible with the instructional mission of the College and is designed to respond to the specific regional needs of the geographic environment surrounding the campus.

3. Service.

Service to the community is a normal outgrowth of many of Valley City State's instructional programs and of the special competencies of the faculty. The public service functions of the faculty and the College focus on activities which are commensurate with the instructional mission of the College and with the needs of individuals, groups and organizations located within the immediate region of Valley City.

In conducting these three basic functions, the College attempts to pursue cooperative and consortia arrangements with other institutions and/or agencies when such arrangements are found to be desirable, financially feasible, and mutually beneficial.

I. Instructional Programs.

Valley City State College currently offers baccalaureate programs with a choice of 37 majors and 29 minors, 9 associate degree programs, and two certificate programs in addition to the professional preparation program in secondary education. The baccalaureate degree programs require 198 quarter hours. Detailed requirements and statements of goals for majors and minors are contained in the College Catalog and in the Divisional Academic Program booklets.

II. General Education Requirements.

Candidates for a bachelor's degree must complete 60-64 quarter hours of course work in prescribed areas. Thirty-two hours involve specific courses, while the remaining 28-32 quarter hours may be elected from specified areas. The specified courses are ten hours of Freshman English--grammar and composition, four hours of Fundamentals of Speech, and six hours of Physical Education (two hours of Personal Health and four hours of activity courses). In addition, eight hours of Humanities or a foreign language are specified for graduation, as well as four hours in General Psychology.

The general education curriculum is designed to assist the student to gain:

a. the verbal and written skill of communication;
b. the ability to think clearly, logically, and effectively;
c. greater knowledge and insight of our heritage;
d. an understanding of the sciences;

e. an appreciation for the arts, and aesthetic values; and

f. insight into the contemporary issues of our time.

Students who plan to graduate with a four-year degree are encouraged to satisfy the general education requirements during the first six quarters of attendance.

III. Curriculum Offerings at Valley City State College.

The current major, minor, associate, and certificate programs at Valley City State College are listed below. Specific program requirements are enumerated in the College Catalog. A compilation of the major goals and required competencies is available in each Division's Academic Program book. In addition, specific course outlines are provided in the Divisional Academic Program books.

CURRICULUM OFFERINGS AT VALLEY CITY STATE COLLEGE

Curriculum	Program*	Degree
Accounting	2	AA
Art	M, m, C	BA, BS
Biology	M, m	BA, BS
Business Aviation	2	AA
Business Education	M, C	BS
Chemistry	M, m	BA, BS
Clerical Science	2, 1	AA, Cert.
College Studies	M	BCS
Commercial & Graphic Arts	2	AA
Drama	m	BA, BS
Drama-Speech	m	BA, BS
Driver Education	m	BS
Earth & Environmental Science	m	BA, BS
Economics	m	BA, BS
Elementary Education	M	BS
English	M, m	BA, BS
Executive Secretarial Science	M	BA
General Business	M, 2	BA, AA
General Studies	2	AA
Geography	M, m	BA, BS
German	m	BA, BS
Health Education	m	BS
Health & Physical Education	M, m	BS
History	M, m	BA, BS
Industrial Education	M, m, C	BA, BS
Legal Secretarial	2	AA
Library Science	m	BA, BS
Mathematics	M, m	BA, BS
Medical Secretarial	2	AA
Music	M, m, C	BA, BS
Physics	m	BA, BS
Political Science	m	BA, BS
Recreation	m	BA
Science & Mathematics	C	BS
Secretarial Science	2, 1	AA, Cert.
Social Science	C, m	BA, BS
Sociology	m	BA, BS
Stenographic	m	BS
Typewriting-Accounting	m	BS
Athletic Coaching	m	BA, BS

* M = Major
m = minor
C = Composite
2 = 2-Year Program--Associate of Arts
1 = 1-Year Certificate Program

In addition to the above offerings which lead to a major, minor, composite major, associate of arts, or certificate programs, the following professional sequences are provided for students who desire to qualify for teacher certification.

a. Professional Preparation Program for Secondary Education Teachers, with degrees granted in subject areas.

b. Library Audiovisual Program for Elementary and Secondary Teachers. Upon completion of this program, students will qualify for a Media Specialist Credential: Library-Audiovisual Combination issued by the North Dakota Department of Public Instruction.

V.C.S.C.

COMMITTEES INVOLVED IN PLANNING PHASE I OF THE ACADEMIC MASTER PLAN

Long Range Planning Committee

1. Dr. Samuel Rankin, Chairperson
2. Dr. David Nelson
3. Dr. Donald Welsh
4. Dr. Larry Grooters
5. Mr. Roger Rand
6. Mr. R. Q. Johnson
7. Dr. David Ainsworth
8. Miss Anne Haugaard
9. Dr. Donald Mugan
10. Dr. John F. Keller
11. Dean Nathan Crosby
12. Dean Harry Salisbury
13. Mrs. Lillian Jacobson
14. Miss Kathy Bjornson, Student Representative

Curriculum Committee

1. Dr. Samuel Rankin, Chp.
2. Dr. David Nelson
3. Mr. R. Q. Johnson
4. Dr. David Ainsworth
5. Dr. L. M. Gunsch
6. Dr. John F. Keller
7. Dr. Larry Grooters
8. Mrs. Mary Lenaburg
9. Lucille Challey, Stud. Rep.
10. Bruce Peterson, Stud. Rep.

Academic Affairs Council

1. Dr. Samuel Rankin, Chp.
2. Dr. David Ainsworth
3. Mrs. Lillian Jacobson
4. Mr. R. Q. Johnson
5. Dr. John Keller
6. Dr. Donald Mugan
7. Dr. David Nelson
8. Dr. Donald Welsh
9. Dr. Larry Grooters

Executive Council

1. Mrs. Lillian Jacobson, Pres
2. Miss Anne Haugaard
3. Mrs. Dorothy Langemo
4. Mr. Roger Rand
5. Dr. Samuel Rankin
6. Mr. James O'Connell
7. Miss Gloria Peterson
8. Mr. Roger Ludwig
9. Dr. Donald Welsh
10. Dr. Ted DeVries
11. Dr. John Keller

THE DIVISION OF BUSINESS

GENERAL GOALS AND OBJECTIVES

The overall objective or goal of the Division of Business is "to prepare students for gainful employment in areas of business." The overall goal may be broken down into many subgoals which include the following:

1. To prepare business teachers for secondary schools in North Dakota and surrounding areas through the 84-hour composite business major with emphasis on economic education and/or mathematics including computer programming; through the two 48-hour majors (one with emphasis on shorthand and the other, a non-shorthand major); and through the two 36-hour minors (one, a typewriting-accounting minor; the other, a stenographic, skills oriented minor).

2. To provide pre-professional training for those students whose interests lie in the area of business administration (non-teaching). These students are interested in going into business for themselves, or going to work for the government or industry.

3. To provide the necessary training for the development of marketable or salable skills for those students desiring clerical, stenographic, bookkeeping-accounting, legal secretarial or medical secretarial (specialized secretarial), or general office training.

4. To give job-entry level and job-advancement level training to students desiring one year of skill development through a one-year clerical and a one-year secretarial program. Upon completion of the program successfully, students will receive a certificate of proficiency to offer as tangible proof to a prospective employer.

5. To provide the necessary training for those students desiring a two-year (junior college) course which can be transferred to another college or university of his/her choice.

6. To provide the business education undergraduate student with a strong foundation upon which he/she can build either in a graduate program in the area of business education or in the area of business administration.

In addition to job-entry level training, we have provided a four-year Bachelor of Arts in Executive Secretarial Training for those students wishing to obtain a four-year degree before entering the world of work. The main objective of this program is to train "top-flight" secretaries for work in this area.

THE DIVISION OF BUSINESS

PROGRAM GOALS

A. Students enrolled in a Bachelor of Science Program--Composite Major in Business Education are introduced to methodologies which will enable them to teach business education courses at the secondary level.

1. Subject Matter Competencies or Content Knowledge

   a. The student enrolled must demonstrate proficiency in the skills areas of typewriting, shorthand, and typewritten transcription.

   b. A basic understanding of the language of business through a study of accounting and/or other advanced accounting courses.

   c. A basic knowledge of the fundamentals of data processing and its application to business.

   d. A basic understanding of business in the legal environment.

   e. A basic understanding of taxation at the federal, state, and local levels.

   f. A basic understanding of communication in business through business letter and report writing.

In addition, courses in the areas of mathematics and/or economics must be taken by the students enrolled in the composite major. The importance of computers and computer languages is highly recommended as excellent electives to take [illegible] this area.

2. Presentation Competencies

   a. Students enrolled in the Bachelor of Science Program in Secondary Education are required to achieve basic knowledge of the methodologies, materials, and the techniques of teaching business education courses at the secondary level through bookkeeping, shorthand, typewriting, and basic business special methods courses. Students have opportunities to observe action in the classrooms of experienced teachers, they prepare useful training aids which they can use when they go out to teach, they get a chance to prepare lesson plans and get up in front of the class and present the materials. They all prepare or aid in the preparation of bulletin boards.

   b. Students enrolled in the Bachelor of Science in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession as required by the Division of Education and Psychology, including a full quarter of student teaching (clinical experience) in an off-campus situation. Students must have completed the professional block of courses including Micro Teaching, Current Issues and Trends in Education, Education Evaluation, Adolescent Psychology, Educational Psychology, and Audio-Visual Aids (Media) in Education. Students must show evidence of professionalism, such as joining various professional organizations such as the Student Education Association (N. D. E. A. and N. E. A.) and professional organizations in their major area such as the National Business Education Association. Students are encouraged to join National Honor Fraternities such as Pi Omega Pi in the area of Business Education and Kappa Delta Pi in the area of Education when invited to join. Students are advised to begin building their professional libraries in the area of business education.

3. Professional Competencies

   A student enrolled in the Bachelor of Science in Secondary Education must demonstrate knowledge of the professional skills of the teaching profession as prescribed by the Division of Education and Psychology and the Division of Business.

B. Students enrolled in the Bachelor of Science Education--48-hour major in Business Education are introduced to methodologies which will enable them to teach business education courses at the secondary level.

1. Subject Matter Competencies or Content Knowledge

   a. The student must demonstrate proficiency in the skills areas of typewriting, shorthand, and typewritten transcription.

   b. A basic understanding of the language of business through a study of accounting principles.

   c. A basic understanding of business in the legal environment.

   d. A basic understanding of communications in business through business letter and report writing.

2. Presentation Competencies

   a. Students enrolled in the Bachelor of Science Program in Secondary Education (48-hour major) are required to achieve basic knowledge of the methodologies, materials, and the techniques of teaching business education courses at the secondary level through bookkeeping, shorthand, and typewriting special methods courses. Students have an opportunity to observe action in the classrooms of experienced teachers, to prepare useful teaching aids which they can put to good use when they go out to teach, and to prepare a lesson plan and teach from it in a teaching demonstration. They all must prepare or aid in the preparation of a bulletin board.

b. Students enrolled in the Bachelor of Science Program in Secondary Education (48-hour major) are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession as required by the Division of Education and Psychology including a full quarter of student teaching (clinical experience) in an off-campus situation. Students must have completed the professional block of courses including Micro Teaching, Current Issues and Trends, Adolescent Psychology, Educational Psychology, Educational Evaluation, and Audio-Visual Aids (Media) in Education. Students must show evidence of professionalism, such as joining various professional organizations such as the Student Education Association (N. D. E. A. and N. E. A.) and professional organizations in their major area such as the National Business Education Association. Students are encouraged to join National Honor Fraternities such as Pi Omega Pi in the area of Business Education and Kappa Delta Pi in the area of Education when invited to join. Students are advised to begin building their professional libraries in the area of business education.

3. Professional Competencies

A student enrolled in the Bachelor of Science in Secondary Education (48-hour major) must demonstrate knowledge of the professional skills of the teaching profession as prescribed by the Division of Education and Psychology and the Division of Business.

C. Students enrolled in the Bachelor of Science in Education--48-hour major (non-shorthand) program in Business Education are introduced to methodologies which will enable them to teach business education at the secondary level (with some limitation--non-shorthand).

1. Subject Matter Competencies or Content Knowledge

a. The student must demonstrate proficiency in the skills area of typewriting.

b. A basic understanding of the language of business through a study of accounting principles and other advanced courses in the area of accounting.

c. A basic understanding of business in the legal environment.

d. A basic understanding of communications in business through business letter and report writing.

2. Presentation Competencies

    a. Students enrolled in the Bachelor of Science in Secondary Education (48-hour, non-shorthand) program are required to achieve basic knowledge of the methodologies, materials, and the techniques of teaching business education courses at the secondary level through bookkeeping, typewriting, and basic business special methods courses. Students have an opportunity to observe action in the classrooms of experienced teachers, to prepare useful teaching aids which they can put to good use when they go out to teach, and to prepare a lesson plan and to teach from it in a teaching demonstration. They all must prepare or assist in the preparation of a classroom bulletin board.

    b. Students enrolled in the Bachelor of Science in Secondary Education (48-hour, non-shorthand) program are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession as required by the Division of Education and Psychology including a full quarter of student teaching (clinical experience) in an off-campus situation. Students must have completed the professional block of courses including Micro Teaching, Current Issues and Trends, Adolescent Psychology, Educational Psychology, Educational Evaluation, and Audio-Visual Aids (Media) in Education. Students must show evidence of professionalism, such as joining various professional organizations such as the Student Education Association (N. D. E. A. and N. E. A.) and professional organizations in their major area such as the National Business Education Association. Students are encouraged to join National Honor Fraternities such as Pi Omega Pi in the area of Business Education and Kappa Delta Pi in the area of Education when invited to join. Students are advised to begin building their professional libraries in the area of business education.

3. Professional Competencies

    A student enrolled in the Bachelor of Science in Secondary Education (48-hour, non-shorthand) program must demonstrate knowledge of the professional skills of the teaching profession as prescribed by the Division of Education and Psychology and the Division of Business.

D. Students enrolled in a Bachelor of Science Degree in Secondary Education with a Stenographic (shorthand-typewriting) Minor in Business Education are introduced to methodologies which will enable them to teach business education at the secondary level (with some limitation--no accounting).

1. Subject Matter Competencies or Content Knowledge

   a. The student must demonstrate proficiency in the skill of typewriting.

   b. The student must demonstrate proficiency in the skills of shorthand and transcription.

   c. The student must demonstrate basic skill in the area of data processing.

   d. The student must possess knowledge of basic office procedures.

   e. A basic understanding of communications in business through business letter and report writing.

2. Presentation Competencies

   a. Students enrolled in a Bachelor of Science Degree in Secondary Education with a Stenographic (shorthand-typewriting) Minor in Business Education are required to achieve basic knowledge of the methodologies, materials, and the techniques of teaching business education at the secondary level through shorthand and typewriting special methods courses. Students have an opportunity to observe action in the classrooms of experienced teachers, to prepare useful teaching aids which can be put to good use when they go out to teach, and to prepare lesson plans and to teach from them in a teaching demonstration. They must all prepare or assist in the preparation of a bulletin board.

   b. Students enrolled in the Bachelor of Science Degree in Secondary Education with a Stenographic (shorthand-typewriting) Minor in Business Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession as required by the Division of Education and Psychology including a full quarter of student teaching (clinical experience) in an off-campus situation. Students must have completed the professional block of courses in education. They are encouraged to show evidence of professionalism by joining various professional organizations in business education or education. Students are also encouraged to join various educational fraternities when invited to join. Students are advised to begin building their professional libraries.

3. Professional Competencies

   A student enrolled in the Bachelor of Science Degree in Secondary Education with a Stenographic (shorthand-typewriting) Minor in Business Education must demonstrate knowledge of the professional skills of the teaching profession as prescribed by the Division of Education and Psychology and the Division of Business.

E. Students enrolled in a Bachelor of Science Degree in Secondary Education with a Typewriting-Accounting Minor in Business Education are introduced to methodologies which will enable them to teach business education at the secondary level (with some limitation--no shorthand).

1. Subject Matter Competencies or Content Knowledge

    a. The student must demonstrate proficiency in the skill of typewriting.

    b. A basic understanding of the language of business through a study of accounting principles and an additional year of intermediate accounting or data processing and income tax.

2. Presentation Competencies

    a. Students enrolled in a Bachelor of Science Degree in Secondary Education with a Typewriting-Accounting Minor in Business Education are required to achieve basic knowledge of the methodologies, materials, and the techniques of teaching business education at the secondary level through typewriting and bookkeeping special methods courses. Students have an opportunity to observe action in the classrooms of experienced teachers, to prepare useful teaching aids which can be put to good use when they go out to teach, and to prepare lesson plans and to teach from them in a teaching demonstration. They must all prepare or assist in the preparation of a classroom bulletin board.

    b. Students enrolled in a Bachelor of Science Degree in Secondary Education with a Typewriting-Accounting Minor in Business Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession as required by the Division of Education and Psychology including a full quarter of student teaching (clinical experience) in an off-campus situation. Students must have completed the professional block of courses in education. They are encouraged to show evidence of professionalism by joining various professional organizations in business education and education. Students are also encouraged to join various educational fraternities when invited to join. Students are also advised of the importance of beginning to build their professional libraries while they are still in school.

3. Professional Competencies

A student enrolled in the Bachelor of Science Degree in Secondary Education with a Typewriting-Accounting Minor in

Business Education must demonstrate knowledge of the professional skills of the teaching profession as prescribed by the Division of Education and Psychology and the Division of Business.

F. Students enrolled in the Bachelor of Arts (non-teaching, non-foreign language) degree in General Business are introduced to the subject areas required by those who plan to go into business for themselves (sole-proprietorship type of business, partnership, or a close corporate type of business) and for those who plan to go to work for business or industry.

1. Subject Matter Competencies or Content Knowledge

   a. A basic understanding of the language of business and an understanding of how business operates through a study of accounting principles.

   b. A basic understanding of principles of salesmanship.

   c. A basic understanding of computers and computer programming including computer programming languages.

   d. A basic understanding of business in the legal environment.

   e. A basic understanding of Federal Income Tax and its implications for business.

   f. A basic understanding of communications in business through business letter and report writing.

   g. In addition to the above basic competencies, the student enrolled in the Bachelor of Arts (non-teaching, non-foreign language program) in General Business, the student is expected to achieve a more advanced understanding of several of the following areas through directed elective course work:

      (1) A study of specialized advanced accounting courses in managerial, cost, governmental accounting, and intermediate accounting and basic auditing procedures.

      (2) A study of marketing and its affect upon business.

      (3) A study of management courses including organization and management, personnel management and labor relations, and organizational behavior.

      (4) A study of money and banking, personal, public, and corporate finance.

      (5) A study of government and its relationship to business.

      (6) A study of risk and insurance.

h. Students enrolled in the Bachelor of Arts Degree (non-teaching, non-foreign language) in General Business are expected to achieve basic competencies in one or several of the following areas through directed elective course work in specific areas of concentration:

(1) Mathematics

(2) Economics

(3) Speech

(4) Political Science

2. Presentation Competencies

a. Students enrolled in the Bachelor of Arts Degree (non-teaching, non-foreign language) in General Business are encouraged to enroll in the 16-hour course, Business Internships, in which the student finds a suitable work station, and is placed and supervised by a college supervisor for a period of one quarter. The student has an opportunity to "bridge the gap" between theory learned in the classroom and actual experience gained on the job. The student must write a detailed report summarizing his/her experiences upon completion of the course.

b. Students are required to demonstrate knowledge of the basic reference tools of the library as well as the skill to use these tools.

3. Professional Competencies

The student enrolled in the Bachelor of Arts Degree (non-teaching, non-foreign language) in General Business must demonstrate a knowledge of the skills and competencies required of a person entering the business profession as prescribed by the Division of Business.

G. Students enrolled in the two-year Associate of Arts program in Clerical Science are introduced to the course work needed by those who plan to seek clerical positions at job-entry level and the necessary course work needed to advance to higher positions in this area.

1. Subject Matter Competencies and Content Knowledge

a. The student enrolled must demonstrate proficiency in the skill of typewriting (basic duty performed by all clerical workers) and office machines including calculators, transcribing machines, and duplicators.

b. A basic understanding of the language of business through a study of the first quarter of accounting principles.

c. A basic understanding or business in the legal environment.

d. A basic understanding of payroll reacords, reports, and payroll procedures.

e. A basic understanding of personal income tax.

f. A basic understanding of filing procedures, records administration, and records management.

g. A basic understanding of accepted clerical office procedures.

h. A basic understanding of communications in business through a study of business letter and report writing.

i. A basic understanding of automation in business--data processing.

2. Presentation Competencies

a. Students enrolled in a two-year Associate of Arts program in Clerical Science are required to enroll in a cooperative work experience program which is supervised by a college supervisor for 1 to 4 credit hours. The student has an opportunity to "bridge the gap" between theory covered in the classroom and actual practical experience gained in a clerical position off campus or in the model office of the Business Department. Upon completion of the program, students are required to write a report summarizing their experiences.

b. In addition to the above courses, students are required to enroll in various general education courses to help "round out" their education. This includes a year of Freshman English (3 quarters), General Psychology, Fundamentals of Speech, Fundamentals of Mathematics, Principles of Economics, and others elected by the students.

3. Professional Competencies

The students enrolled in the Associate of Arts Degree in Clerical Science must possess the knowledges, competencies, and skills required of an individual entering a clerical position as prescribed by the Division of Business.

H. Students enrolled in the two-year Associate of Arts Degree in General Business are introduced to the course work needed by those who plan to seek positions of a general business nature at job-entry levels and the necessary course work needed for those who plan to advance to higher positions in the area of general business.

1. Subject Matter Competencies and Content Knowledge

   a. The students enrolled must demonstrate proficiency in the skill of typewriting.

   b. A basic understanding of the language of business through a study of accounting principles and additional electives in the area of accounting.

   c. A basic understanding of payroll procedures, reports, and payroll records.

   d. A basic understanding of personal income tax and its affect on business records.

   e. A basic understanding of business in the legal environment.

   f. A basic understanding of marketing.

   g. A basic understanding of principles of salesmanship.

   h. A basic understanding of communications in business through business letter and report writing.

   i. A basic understanding of automation in business--data processing.

2. Presentation Competencies

   a. Students enrolled in the two-year Associate of Arts program in General Business are required to enroll in a cooperative work experience program for one to four hours of credit. The students are supervised by a college supervisor. The students have an opportunity to "bridge the gap" between theory learned in the classroom and the actual practical experience gained on the job. This is done either as an off-campus situation or in the model office in the Business Department. The students are required to write a detailed report summarizing his/her activities during the course.

   b. In addition to the above courses, the students are required to enroll in various general education courses to help "round out" their education. This includes a year of Freshman English (3 quarters), General Psychology, Fundamentals of Mathematics, Fundamentals of Speech, Principles of Economics, and others elected by the students.

3. Professional Competencies

   The students enrolled in the Associate of Arts degree in General Business must possess the knowledges, skills, and competencies required of beginning general office workers as prescribed by the Division of Business.

I. Students enrolled in the two-year Associate of Arts degree in Secretarial Science are introduced to the course work needed by those who plan to seek positions and advance in them in the area of secretarial-stenographic training. This includes job-entry and job-advancement levels.

1. Subject Matter Competencies and Content Knowledge

    a. The student enrolled must demonstrate proficiency in the skills of typewriting, shorthand, transcription, and office machines including calculator, transcribing machines, and duplicators.

    b. A basic understanding of the language of business through a study of one quarter of principles of accounting.

    c. A basic understanding of filing, records management, and records administration.

    d. A basic understanding of automation and its affect upon business--data processing.

    e. A basic understanding of accepted secretarial office procedures.

    f. A basic understanding of business in the legal environment.

    g. A basic understanding of payroll records, reports, and procedures.

    h. A basic understanding of personal income tax.

    i. A basic understanding of communications in business through business letter and report writing.

2. Presentation Competencies

    a. Students enrolled in the Secretarial Science program are encouraged to enroll in the cooperative work experience program for one to four hours of credit. The students are supervised by a college supervisor. They have an opportunity to "bridge the gap" between theory learned in the classroom and the actual practical experience gained on the job. This experience is obtained either in an off-campus situation or in the model office located in the Business Department. The students are required to write a detailed summarizing report relative to their experiences.

    b. In addition to the above courses, students are required to enroll in various general education courses to help "round out" their education. These courses include a full year of Freshman English (3 quarters), General Psychology, Fundamentals of Mathematics, Fundamentals of Speech, Principles of Economics, and others elected by the students.

3. Professional Competencies

The students enrolled in the Associate of Arts degree in Secretarial Science must possess the knowledges, competencies, and skills, required of beginning secretarial workers required for job-entry levels and for job-advancement levels as prescribed by the Division of Business.

J. Students enrolled in the two-year Associate of Arts in Medical Secretarial Training (a special area), are introduced to the course work needed by those planning to enter and advance in the medical secretarial area.

1. Subject Matter Competencies and Content Knowledge

a. The students must demonstrate proficiency in the skills of typewriting, shorthand, transcription, office machines including transcribing machines, calculators, and others.

b. The student enrolled must demonstrate proficiency in medical typewriting, dictation, advanced transcription, and a knowledge of medical terminology.

c. A basic understanding of filing, records administration, and records management.

d. A basic understanding of automation and its affect upon business--data processing.

e. A basic understanding of office procedures in the medical office and this includes a medical practicum.

f. A basic understanding of business in the legal environment.

g. A basic understanding of the language of business through one quarter of accounting principles.

h. A basic understanding of communication in business through business letter and report writing.

i. A basic understanding of human anatomy and physiology.

2. Presentation Competencies

a. Students enrolled in the two-year Associate of Arts degree in Medical Secretarial Training are required to enroll in a cooperative work experience program for one to four hours of credit. The students are supervised by a college supervisor. The students have an opportunity to "bridge the gap" between theory learned in the classroom and the actual practical experience gained on the job. The experience is an off-campus experience in a clinic, doctor's office, hospital, etc. The students are required to write a detailed summarizing report upon the completion of the course.

b. In addition, students must enroll in various general education courses and advanced business courses to help "round out" their education. These include courses in General Psychology, Fundamentals of Mathematics, Freshman English (two quarters), Fundamentals of Speech, Principles of Economics, Risk and Insurance, and others which the student may so elect to take.

3. Professional Competencies

The students enrolled in the two-year Associate of Arts degree in Medical Secretarial Training must possess the knowledges, skills, and competencies required of the beginning medical secretarial worker as prescribed by the Division of Business.

K. Students enrolled in the two-year Associate of Arts degree in Legal Secretarial Training (a specialized area), are introduced to the course work required of those seeking to enter and advance in the field of legal secretarial training.

1. Subject Matter Competencies and Content Knowledge

a. The student enrolled must demonstrate proficiency in the skills of typewriting, shorthand, transcription, office machines including calculators, transcribing machines, and duplicators.

b. The student enrolled must demonstrate proficiency in the areas of legal typewriting, advanced dictation, advanced transcription, and a knowledge of legal terminology.

c. A basic understanding of filing, records management, and records administration.

d. A basic understanding of the language of business through one quarter of principles of accounting.

e. A basic understanding of automation and its affect upon business--data processing.

f. A basic understanding of office procedures in legal offices including a legal practicum.

g. A basic understanding of business in the legal environment.

h. A basic understanding of payroll procedures, records, and reports.

i. A basic understanding of personal income tax.

j. A basic understanding of communications in business through business letter and report writing.

2. Presentation Competencies

a. Students enrolled in the two-year Associate of Arts degree in Legal Secretarial Training are required to enroll in a cooperative work experience program for one to four hours of credit. The students are supervised by a college supervisor. The students have an opportunity to "bridge the gap" between the theory learned in the classroom and the actual practical experience gained on the job. The experience is an on off-campus experience in some type of legal setting--an attorney's office, offices at the court house, etc. The students are required to write a detailed summarizing report upon the completion of the course.

b. In addition, students must enroll in various general education courses to help "round out" their education. These include courses in General Psychology, Fundamentals of Mathematics, Fundamentals of Speech, Freshman English (two quarters), and Principles of Economics and any other courses which the student may desire to take as free electives.

3. Professional Competencies

The student enrolled in the two-year Associate of Arts degree in Legal Secretarial Training must possess the knowledges, skills, and competencies required of the legal secretarial worker planning to enter and advance in this area as prescribed by the Division of Business.

L. Students enrolled in the two-year Associate of Arts degree in Accounting are introduced to the course work required of those who are seeking job entrance in the bookkeeping-accounting area.

1. Subject Matter Competencies and Content Knowledge

a. The student enrolled must demonstrate proficiency in the skills of typewriting and office calculators.

b. The student enrolled must demonstrate proficiency in the language of business by completing the first year of accounting principles.

c. A basic understanding of automation and its affect upon business--data processing.

d. A basic understanding of communications in business through business letter and report writing.

e. A basic understanding of business in the legal setting.

f. A basic understanding of taxation and its affect upon business.

g. In addition to the above basic competencies, the student enrolled in the Associate of Arts degree in Accounting is expected to achieve a more advanced understanding of accounting by enrolling in a second year of accounting--intermediate accounting--and other directed electives in accounting.

(1) A study of specialized fields of accounting--cost, managerial, governmental, payroll, etc.

(2) A study of basic auditing procedures.

(3) A study of introduction to computers and computer programming including computer languages.

2. Presentation Comptencies

a. The student enrolled in the two-year Associate of Arts degree in Accounting is encouraged to enroll in cooperative work experience or the business internship program for actual on-the-job experience to help "bridge the gap" between theory learned in the classroom and the actual practical experience gained on the job. This is an off-campus experience with the student supervised by a college supervisor. The student must write up a detailed summarizing report upon the completion of the experience.

b. The students are required to enroll in various general education courses to help "round out" his or her education including courses in General Psychology, Fundamentals of Mathematics, Freshman English (3 quarters), Fundamentals of Speech, and Principles of Economics, and any other courses which the student elects to take.

3. Professional Competencies

The student enrolled in the two-year Associate of Arts degree in Accounting must possess those knowledges, competencies, and skills required of a beginning bookkeeper-accountant entering the profession as prescribed by the Division of Business.

M. Students enrolled in the two-year Associate of Arts degree in Business Aviation are introduced to the necessary course work needed to complete the requirements for a private pilot's license. Also, the course is designed as a two-year junior college program for transfer to a four-year Aviation Administration program at the University of North Dakota.

1. Subject Matter Competencies and Content Knowledge

a. A basic understanding of aviation through an introduction to aviation course (two quarters of course work).

b. The student enrolled must demonstrate the proficiency in skills as required in the introduction to flight (three quarters of course work).

c. A basic understanding of meteorology and climatology and their affect upon flight.

d. A basic understanding of the language of business through a one-year course in accounting principles.

e. A basic understanding of business in the legal environment.

f. A basic understanding of the use of computers in business including computer programming and computer languages.

g. In addition to the above courses, students enrolled in the two-year Associate of Arts degree in Business Aviation must complete general education courses including the following: General Psychology, a year of Freshman English, Fundamentals of Speech, Principles of Economics, courses in Humanities (or foreign language, art, music, and philosophy), Government--national, state and local, probability and statistics, and various directed electives in economics, and health and physical education activity courses, personal health, and college algebra.

2. Presentation Competencies

The students enrolled in the two-year Associate of Arts degree in Business Aviation must demonstrate his or her proficiency in dual flight instruction and solo practice leading to the necessary proficiency required to receive the private pilot's license (A.S.E.L.).

3. Professional Competencies

The student enrolled in the two-year Associate of Arts degree in Business Aviation must possess the necessary knowledges, skills, and competencies required of the beginning licensed pilot with interests in the area of business as prescribed by the Division of Business.

N. Students enrolled in the one-year Clerical Science program leading to a certificate of proficiency are introduced to the necessary course work required of those seeking job entry in the clerical area.

1. Subject Matter Competencies or Content Knowledge

a. The student enrolled must demonstrate proficiency in the skills areas of typewriting, office machines including calculators, transcribing machines, and duplicators.

b. A basic understanding of the language of business by completing one quarter of principles of accounting.

c. A basic understanding of filing, records management, and records administration.

d. A basic understanding of automation and its affect upon business--data processing.

e. A basic understanding of accepted clerical office procedures.

2. Presentation Competencies

a. Students enrolled in the one-year Clerical program are encouraged to enroll in a cooperative work experience program for one to four credit hours. This could be an off-campus situation or an on-campus situation in the Model Office of the Business Department. The student is supervised by a college supervisor. The students have an opportunity to "bridge the gap" between the theory learned in the classroom and the actual practical experience gained on the job. Upon completion of the program, students are required to write a summarizing report concerning the experiences.

b. In addition, students are encouraged to enroll in other directed electives in the areas of:

(1) Business letter and report writing to gain information on communications in business.

(2) Payroll accounting to gain information on payroll procedures, reports, and records.

3. Professional Competencies

The student enrolled in the one-year Clerical program must possess the necessary knowledges, skills, and competencies required of a student entering the clerical field as prescribed by the Division of Business. Students receive a one-year certificate of proficiency upon successful completion of the program to offer the prospective employer as tangible proof of completing a year's work at the collegiate level.

O. Students enrolled in the one-year Secretarial program leading to a certificate of proficiency are introduced to the necessary course work required of those seeking job entry into the secretarial-stenographic area.

1. Subject Matter Competencies and Content Knowledge

   a. The student enrolled must demonstrate proficiency in the skills of typewriting, shorthand, typewritten transcription, and office machines including transcribing machines, calculators, and duplicators.

   b. A basic understanding of the language of business through one quarter of accounting principles.

   c. A basic understanding of filing systems, records management, and records administration.

   d. A basic understanding of accepted secretarial office procedures.

2. Presentation Competencies

   a. Students enrolled in the one-year Secretarial program are encouraged to enroll in a cooperative work experience program for one to four hours credit. This could be an off-campus situation or an on-campus situation in the Model Office of the Business Department. The student is supervised by a college supervisor. The students have an opportunity to "bridge the gap" between the theory learned in the classroom and the actual practical experience gained on the job. Upon completion of the program, students are required to write a summarizing report concerning their experiences.

   b. In addition, students are encouraged to enroll in directed electives in the areas of:

      (1) Data processing--to gain understanding of automation and its affect on business.

      (2) Business letter and report writing--to gain an understanding of communications in business.

      (3) Students who enroll in the one-year Secretarial program are also required to take various courses in the area of general education including Freshman English, and other courses which the students would like to take as free electives.

3. Presentation Competencies

The student enrolled in the one-year Secretarial program must possess the necessary skills, knowledges, and competencies required of a student entering the secretarial-stenographic field as prescribed by the Division of Business. Students receive a one-year certificate of proficiency upon successful completion of the program to offer the prospective employer as tangible proof of completing one year's work in secretarial training at the collegiate level.

P. Students enrolled in the four-year Bachelor of Arts degree in Executive Secretarial Training (non-teaching and non-foreign language) are introduced to the necessary course work required of an individual for job entry and job advancement to higher positions. This program helps to prepare "top-flight" secretaries and individuals for mid-management or executive (administrative assistant) positions. The program could "open the door" to many other job opportunities, i. e., fashion design, interior decorating, newspaper and journalism work, etc.

1. Subject Matter Competencies and Content Knowledge

    a. The student enrolled must demonstrate proficiency in the skills of typewriting, shorthand, typewritten transcription, and office machines including calculators, transcribing machines, and duplicators.

    b. A basic understanding of the language of business through a one-year course in accounting principles.

    c. A basic understanding of automation and its affect on business--data processing.

    d. A basic understanding of accepted secretarial office procedures.

    e. A basic understanding of communications in business through business letter and report writing.

    f. A basic understanding of business in the legal environment.

    g. A basic understanding of payroll records, reports and payroll procedures.

    h. A basic understanding of personal income tax.

    i. In addition to the above basic competencies, the student enrolled in the Bachelor of Arts degree in Executive Secretarial Training is expected to achieve a more advanced understanding of several of the following areas through directed elective course work:

        (1) A study of the second year of shorthand for speed development purposes and better transcription techniques.

        (2) Additional course work in accounting, finance, and management courses.

        (3) Additional courses in business-economics related subjects such as risk and insurance, money and banking, and government and business, etc.

j. Students enrolled in the Bachelor of Arts degree--Executive Secretarial Training (non-teaching, non-foreign language) are expected to achieve basic competencies in one or several of the following areas of concentration:

(1) Mathematics

(2) Economics

(3) Speech

(4) Political Science

(5) Library Science

(6) English

2. Presentation Competencies

a. Students enrolled in the Bachelor of Arts degree in Executive Secretarial Training (non-teaching, non-foreign language) are encouraged to enroll in the 16 hours of business internships in which the student finds a suitable work station, and is placed and supervised by a college supervisor for a period of one quarter. The student has an opportunity to "bridge the gap" between theory learned in the classroom and actual practical experience gained on the job. The student must write a detailed summarizing report upon completion of the course.

b. Students are required to demonstrate knowledge of the basic reference tools of the library as well as skill to use these tools.

3. Professional Competencies

The student enrolled in the Bachelor of Arts degree in Executive Secretarial Training (non-teaching, non-foreign language) must demonstrate knowledges, skills, and competencies required of a person entering the secretarial field and the necessary skills for job advancement as prescribed by the Division of Business.

THE DIVISION OF EDUCATION AND PSYCHOLOGY

GENERAL GOALS AND OBJECTIVES

Introduction

The Division of Education and Psychology consists of two departments--the Department of Education and the Department of Psychology. The Department of Education provides programs leading to certification for both elementary and secondary teachers and offers programs in related areas. The Department of Psychology offers general psychology, which is a requirement for all majors in the college, and offers psychological sequences for both elementary and secondary majors.

The Division offers a major in Elementary Education and sequences related to secondary certification, to certification in remedial reading and in early childhood education. The Division also offers an Associate of Arts Degree program in teacher aide training and a sequence in special education that does not lead to basic certification.

The general goals of the Division of Education and Psychology are:

1. To develop the broad understanding and skill needed by the successful teacher.
2. To develop the prospective teacher's potentialities.
3. To provide a general education program which will include acquaintance with the major areas of knowledge.
4. To gain an understanding of children and their growth and development, and the experiences, materials, and techniques through which growth and development are fostered.
5. To develop a scholarly mastery of fields of major interest and the concept of critical thinking.
6. To understand and appreciate the functions of the school and its relation to society.
7. To identify individuals who are intellectually, emotionally, physically, socially, and morally qualified for the teaching profession, that they might better serve the needs of the people in the area served by the college.
8. To develop an understanding of the basic principles of the major theories of learning and their implications as they relate to classroom practice.
9. To develop individuals with a personal and professional philosophy who are capable of functioning within the framework of democracy.

PROGRAM GOALS

A. Bachelor of Science in Education: Elementary

Students majoring in elementary education complete the general education sequence and are required to complete a 72 to 74 hour major area. There are several options included in this major area. Elementary education majors fulfill the minor area requirement by:

1. Completing a minor as identified in the catalog in one of the academic areas.
2. Completing either three 12 hour areas of concentration or one 24 hour area of concentration and one 12 hour area of concentration.

These areas of concentration have been developed in every academic area and provide a unified field of study which should be helpful to the elementary teacher in dealing with the various content areas in the elementary curriculum.

1. Subject Matter Competencies or Content Knowledge

   a. Upon completion of the general education requirements, the minor area requirements and the major area requirements relating to content, the student will demonstrate:

      (1) An understanding of children's literature and a wide knowledge of book and audio-visual resources applicable to the elementary reading program.

      (2) A knowledge of the theoretical aspects of reading instruction and of the materials widely utilized in the public schools.

      (3) A knowledge of arithmetic and science and the methodology necessary for effective instruction.

      (4) A knowledge of the social and historical background necessary for effective instruction in social studies.

      (5) Proficiency in the language arts skills needed for effective instruction in written composition, speech communication and related areas in language arts.

      (6) A knowledge of the fine arts that will allow the individual to teach music and art in the elementary classroom.

      (7) The ability to supervise playground activities and organize a physical education program adequate for the elementary classroom.

2. Presentation Competencies

    a. Upon completion of the required course work the student will demonstrate:

        (1) Proficiency in verbal and written communication.

        (2) Proficiency in classroom control and group leadership.

        (3) Proficiency in the design and evaluation of instructional sequences.

        (4) Proficiency in the use of teaching aids and audio visual aids that facilitate instruction.

        (5) Proficiency in human relations with both children and adults.

3. Professional Competencies

    a. Upon the completion of the required course work, practical experience, and student teaching, the student will demonstrate:

        (1) A knowledge of philosophical, sociological and psychological foundations of education.

        (2) Acceptance of a professional code of ethics.

        (3) The desire to grow professionally.

        (4) A will to provide professional services which may not be required of him but will contribute to the students and his growth as a professional.

        (5) Ability to incorporate and utilize research as a professional for professional growth.

B. Bachelor of Science in Education: Professional Sequence

The Division of Education and Psychology offers a 37 hour sequence designed for students completing the Bachelor of Science Degree for Secondary School Teachers. The sequence consists of course work in education and psychology that is designed to prepare the student to act as a professional in the secondary school classroom.

1. Subject Matter Competencies or Content Knowledge

    a. Upon completion of the 78 hour academic specialization the student will demonstrate:

(1) A knowledge of the content material and skills related to the discipline of his choice, as required by the degree programs in the various divisions and departments offering the Bachelor of Science Degree for Secondary School Teachers.

2. Presentation Competencies

a. Upon completion of the required course work the student will demonstrate:

(1) Proficiency in verbal and written communication.

(2) Proficiency in classroom control and group leadership.

(3) Proficiency in the design and evaluation of instructional sequences.

(4) Proficiency in the use of teaching aids and audio visual aids that facilitate instruction.

(5) Proficiency in human relations with both children and adults.

3. Professional Competencies

a. Upon the completion of the required course work, practical experience and student teaching, the student will demonstrate:

(1) A knowledge of philosophical, sociological and psychological foundations of education.

(2) Acceptance of a professional code of ethics.

(3) The desire to grow professionally.

(4) A will to provide professional services which may not be required of him but will contribute to the students and his growth as a professional.

(5) Ability to incorporate and utilize research as a professional for professional growth.

C. Associate of Arts Degree: Teacher Aide

The Associate of Arts Degree--Teacher Aide is designed to prepare the student to work effectively in the elementary classroom in cooperation with the classroom teacher.

a. Upon completion of the required course work and practical experiences, the student will demonstrate:

(1) The ability to work under the direction of an elementary teacher in the elementary classroom.

(2) The ability to control groups of children in order to carry out specific directions given by the teacher.

(3) A general understanding of the operation of an elementary classroom.

(4) A general understanding of the elementary curriculum.

(5) The ability to operate audio visual machines.

(6) The acceptance of a code of professional ethics.

THE DIVISION OF FINE ARTS

GENERAL GOALS AND OBJECTIVES

In pursuit of a thorough and comprehensive education in art and music, the Fine Arts Division seeks to:

1. Create a climate in which the student is stimulated to acquire a knowledge of the art and music of all periods.

2. Develop within the student the necessary skills for the mastery of his interest area.

3. Provide the fundamental training necessary for the continuation of their professional study in fine arts.

4. Provide elementary and secondary music and art students with the essential knowledge and skills related to their areas, thus enabling them to become successful classroom teachers.

THE DIVISION OF FINE ARTS

PROGRAM GOALS: MUSIC

A. Objectives of the Music Major

Composite Music Major
Music Major - Instrumental Specialization
Music Major - Vocal Specialization
Music Major - Bachelor of Arts

1. Subject Matter Competencies or Content Knowledge

    a. A basic knowledge of the history of music from the ancient Greeks to the latest contemporary techniques.

    b. A basic knowledge of elements of music theory and composition.

    c. A basic knowledge in vocal production techniques, brass, woodwind, and percussion techniques.

    d. A basic study of the techniques involved in scoring and arranging vocal and instrumental music.

    e. A study of advanced analytical techniques with special attention to the analysis of melodic structure, rhythmic structure, and directed motion.

    f. A basic study of the keyboard with work in keyboard harmonics, transposition, improvisation, and general keyboard facility.

    g. A basic knowledge of sightsinging and aural dictation.

    h. Class experience in basic voice production techniques with emphasis on class experience in singing and the analyzation of vocal problems.

    i. A study of basic conducting techniques for both instrumental and choral conductors.

    j. A comprehensive study of basic instrumental rehearsal and conducting techniques. Includes a survey of standard instrumental literature and the development of criteria for selecting suitable literature for instrumental groups.

    k. A comprehensive study of the techniques of conducting choral music. Includes a study of basic choral rehearsal and conducting techniques and a survey of the standard choir literature and criteria for selecting choral music.

l. Music teaching and materials from kindergarten through grade six, including supervision procedures for the elementary school music program.

m. Materials, methods, organization, curriculum, and rehearsal techniques for the complete music program in the junior and senior high school.

n. Study, rehearsal, and performing of music for large choral ensembles.

o. Study, rehearsal, and performing of music by chamber choir and madrigal groups.

p. Study, rehearsal, and performing of music for large instrumental groups (concert band and large wind ensembles).

q. Study, rehearsal, and performing of music for contemporary jazz ensembles.

r. Methods and materials for teaching individuals and classes of keyboard students.

s. In addition to the above basic competencies, the student is expected to achieve a thorough understanding of their major instrument which includes performing on an advanced level.

    (1) Included in this category are keyboard, brass and percussion, woodwind, and vocal instruments.

    (2) This advanced performing skill is demonstrated by the performance of recitals by all students in their junior and senior years.

2. Presentation Competencies

a. Students enrolled in the baccalaureate program in music are introduced to the methods utilized by music teachers; to the necessary background material relating to the history of music; and to the methodologies which will enable them to teach music on the elementary, junior high school, and senior high school levels.

b. Students enrolled in the Bachelor of Science in Secondary Education are required to demonstrate professional competencies and a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

3. Professional Competencies

There are several different areas of professional competencies which the Music Department develops in its major students; and, also, to a lesser degree in students who are pursuing a minor. These are:

a. The ability to perform in a professional manner on their major instrument. This is developed by requiring individual lessons, participation in student recitals during the freshman and sophomore years, performing a half recital during the junior year, and a full recital during the senior year. This sequence demonstrates the development of competencies by each student and enables students during their senior year to demonstrate their achievements to the fullest extent.

b. The ability to conduct vocal and instrumental groups of all kinds. This skill is achieved in a developmental manner. Both major and minor students are required to take basic conducting during their junior year, and the composite and small majors take the advanced courses in instrumental conducting and literature and choral conducting and literature during their senior year. By the time each student is ready to do his student teaching (which comes during the spring quarter of their senior year), they have been exposed to three different instructors and have developed most of the conducting techniques which they need for directing large vocal and instrumental ensembles.

c. Composite music majors are required to attain both of the following skills:

    (1) The ability to teach all of the instruments of the band.

    (2) The ability to teach basic vocal pedagogy.

    Instrumental majors acquire the instrumental teaching capacities, and vocal majors acquire the basic techniques for teaching vocal students at all levels.

d. To acquire the skills necessary for teaching music of all types for the elementary student. This includes:

    (1) Orff rhythm instruments.

(2) Kodaly methods for teaching music reading and rhythm readiness techniques.

e. The ability to organize the "complete Public School Music Program." This includes setting up a music program for students of all ages from K through 12. It includes all phases of music education.

f. Additional professional skills are developed in both the instrumental and conducting areas by participation in the major college ensembles:

(1) Concert Band

(2) Concert Choir

(3) Lab Jazz Band

(4) College Singers

B. Objectives of the Music Minor

1. Subject Matter Competencies or Content Knowledge

a. A basic knowledge of the material and structure of music, including two, three, and four-part writing.

b. A basic knowledge of the keyboard with class instruction in the electronic piano lab.

c. A basic knowledge of sightsinging and aural dictation.

d. Class experience in basic vocal production techniques with emphasis on class experience in singing and the analysis of vocal problems.

e. A study of basic conducting patterns and techniques for both the instrumental and choral conductor.

f. Music teaching techniques and materials from kindergarten through grade six, including supervisory procedures and practicum for the elementary school music program.

g. A basic knowledge of the performance of music for either large choral or instrumental ensembles.

h. The ability to perform on a major instrument of the student's choice. Evidence of this competency to be demonstrated by recital performance.

THE DIVISION OF FINE ARTS

PROGRAM GOALS: ART

The program of studies offered by the Art Department provides an opportunity for individuals to achieve a high level of competency in the various areas of art, including studio art, commercial art, art history, and art education. This program also provides a sufficient background for graduates to compete with those having training from comparable and larger schools. Equally important is the type of knowledge required for those desiring to go on for advanced study. To graduate well qualified artists-teachers reflects the true spirit and desires of the Department. The Department of Art offers a composite major, a major, a minor, and an associate of arts program in commercial graphics.

A. Objectives of the Art Major

Bachelor of Science (Secondary Education)
Bachelor of Arts
Associate of Arts (Commercial Graphic Arts)

The program of each of the above degrees was designed to provide an opportunity for every student to achieve a professional mastery in art and to produce only top quality graduates who are qualified to work or teach in their specific area.

1. Subject Matter Competencies or Content Knowledge

    a. A basic understanding of the elements and principles of design and their application to art media.

    b. Develop fundamental drawing skills in the visual representation of still life, figure drawing, and landscape.

    c. The development of individual expression through the three-dimensional media with emphasis on multi-media and more traditional sculpture material and techniques.

    d. A basic understanding of the processes used in printmaking with emphasis on woodblocks, collograph, drypoint, etching, and silkscreen.

e. To develop basic skills and expression through the use of the various painting media with emphasis on acrylic and oils. Techniques of preparing painting surfaces are also explored.

f. A basic knowledge of the water color media, including experimentation with realism abstract and nonobjective. Various manipulative approaches are learned as well as stretching and matting techniques.

g. To develop basic skills in the area of ceramics, including hand building techniques, the use of the potter's wheel, glazing process, slip casting, and firing techniques.

h. A basic knowledge of the problems of Commercial Art with emphasis on the integration of form and function.

i. Experience in working independently is gained through independent projects reflecting all of the above basic competency areas. Emphasis is placed on independent expression, creative potential, visual perception, and dedication.

j. Students following the Bachelor of Arts program are expected to achieve a basic competency through directed elective course work in several of the following areas:

(1) Education
(2) Psychology
(3) Music
(4) Language
(5) Literature
(6) Social Science

2. Presentation Competencies

a. Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of the techniques of teaching art on the secondary level, including exploration of materials, methodology, and actual classroom teaching.

b. Students enrolled in the Bachelor of Science in Secondary Education or the Bachelor of Arts are required to reflect specific competencies in preparing and presenting a senior art show.

3. Professional Competencies

a. Students enrolled in the Bachelor of Science in Secondary Education are required to reflect the professional skills that are necessary in teaching.

b. Students majoring in Art enrolled in the Bachelor of Science or Bachelor of Arts degree programs are required to be able to discern between artists, their work, specific periods, and schools of art within the area of Art History.

B. Objectives of the Art Minor

The minor program of studies in Art offered by the Art Department provides an opportunity for individuals to achieve a basic competency in the various areas of the visual arts. Emphasis is placed on an introduction to the various art media rather than encouraging a specialty area. The program gives a student the type of background that would permit him or her to teach on the elementary and secondary level as a minor area. It also provides a sufficient background to qualify competitively for minor art jobs in the job market outside of teaching.

The program is designed to provide 30 hours of course work in the visual arts for those students desiring a secondary area of specialization. The visual arts can be chosen as a minor regardless of what major area a student may choose. It also provides an area for those students desiring a broader scope of education in contrast to the more specialized composite majors.

1. Subject Matter Competencies or Content Knowledge

   a. A basic understanding of design through the use of many art media.

   b. A basic understanding of the fundamentals of drawing with emphasis on the development of one's visual perception.

   c. A basic introduction to the three-dimensional media with emphasis on the use of 3-D form.

   d. To provide basic information regarding the processes used in printmaking. The complete process is delt with from the untouched block to the finished print.

   e. A basic knowledge of the painting media with emphasis on acrylic and the preparation of painting surfaces.

   f. A basic knowledge of the water color media, exploring manipulative approaches.

   g. To develop fundamental skills in the area of ceramics.

2. Presentation Competencies

   a. Students minoring in art enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of the techniques of teaching art on the secondary level, including exploration of materials, methodology, and actual classroom teaching.

   b. Students following a minor in art are required to reflect specific competencies in preparing and presenting his or her art work.

3. Professional Competencies

   a. Students minoring in art are required to study specific periods of Art History within the area of pre-historic through modern.

THE DIVISION OF HEALTH AND PHYSICAL EDUCATION

GENERAL GOALS AND OBJECTIVES

The objectives sought by the Division of Health and Physical Education are not necessarily the exclusive prerogative of the Division. The higher the human intellect rises in the discovery of aims for education, the more do these aims become the common property of all. The ends, therefore, may be held in common by many divisions of the College, but the means by which these ends are achieved will differ considerably in many instances. Major objectives of the Division of Health and Physical Education are as follows:

1. Development of the organic nature of man--his strength, endurance, and fitness. These are not ends in themselves, but a means by which the ends of living may be achieved more effectively.
2. Development of skills, understandings, and appreciations in activities which would result in life-long interests so that leisure time can be a constructive force in the enrichment of life.
3. Improvement of the nation's health and safety by educating the individual student to preserve and protect life and also enhance the quality of life.
4. Individual fulfillment of the basic human needs such as the need for recognition, a sense of achievement, acceptance, and the enjoyment of challenging or interesting experiences.
5. Education for a democratic citizen by strengthening such qualities of a good citizen as respect for human personality, the ability and willingness to cooperate for the common good, obedience both to the letter and spirit of the law, a high regard for excellence rather than mediocrity and behavior based on high moral and ethical principles.
6. The preparation of teachers, coaches, supervisors and administrators broadly educated and highly skilled in the art of attaining the objectives listed above through the media of Health and Physical Education.

A. General Statement of Major Goals of the Health and Physical Education Department

The Division of Health and Physical Education performs three major functions:

1. The professional preparation of teachers, supervisors, administrators, and coaches of health, physical education, recreation, and drivers education.

2. The general education of all students through the required program of health education and physical education. The Division, of course, shares this important responsibility with other divisions of the College.

3. Provision of a program of intramural and intercollegiate athletics.

B. A Quadrangular Program

Four major facets of the Division's program are:

1. Health and Physical Education

   a. Health Education. Through its basic course in Personal Health (HPE 220) the Division seeks to develop in students those understandings, attitudes, and practices which contribute to better individual, family, and community health. The professional curriculum in health education has as its central concern the preparation of health teachers for schools.

   b. Physical Education. Physical Education is that area of education which seeks to produce desirable changes in human beings through the medium of carefully selected and competently conducted physical activities. Physical Education contributes to the general education of all students through the required courses extending through six quarter hours of college study. The professional curriculum is designed specifically to prepare students for teaching, supervisory, and administrative responsibilities in physical education at the elementary and secondary levels. Since these responsibilities in general do not vary greatly for men and women, this Division believes that the goals of the professional curriculum can best be realized in coeducational classes, where feasible, taught by the best qualified member of the staff, either man or woman.

2. Intramural Programs

   Intramural programs are an inherent part of physical education, but for purposes of clarification, they are presented here as a distinct unit of the Division's program.

   The intramural program at this college consists of eleven activities organized on a competitive or recreational basis and limited to men and women students and faculty members within the College. In the Required or Service Program students develop skills, interests, appreciations, and understandings in various sports, while in the Intramural Program they are given an opportunity to further these skills and interests through voluntary participation in enjoyable leisure activities.

3. Intercollegiate Programs

Intercollegiate programs are an inherent part of physical education, but for purposes of clarification, they are presented here as a distinct unit of the Division's program.

Intercollegiate athletics is that phase of physical education which provides opportunities for the highly skilled student-athlete to participate in competitive sports with students of like ability from other colleges and universities. The faculty of this Division believes that the only valid justification for intercollegiate athletics is the contribution they make to the purposes of education in a democracy. Therefore, the athletic program in this college seeks the same values listed above for the general program of physical education.

4. Drivers Education and Safety Education

The professional curriculum is designed specifically to prepare students for teaching and adminstrative responsibilities of the Drivers Education program for secondary schools.

C. Athletic Policy

The athletic program at Valley City State College is designed, conducted, and administered for the love of the sport, for the general welfare of the player, for the enjoyment of the student body and for specific training of the young men who attend this college and who expect to enter the coaching and teaching profession. Our chief concern is producing better citizens to build a stronger nation rather than in producing better athletes to win more games.

The following are principles subscribed to by the College in the administration of its athletic programs:

1. No special consideration will be afforded any student for athletic ability; neither shall there be any discrimination against an athlete.

2. Coaches shall meet all the requirements of any and all other faculty members; they shall abide by the same rules and regulations, and they shall enjoy the privileges of any and all other faculty members.

3. The program of athletics shall be as sensitive as possible to the needs of all students. Minor sports and the intramural program will be afforded a proper emphasis. The general principle which will govern priorities is that a program of athletics is judged on the number of students incorporated in the activities and the total benefit to the student body.

4. All players shall be afforded the utmost protection while engaged in competitive sports on the field and while traveling to and from athletic events. The general health and physical welfare of the student must be the first consideration.

5. Proper equipment, proper playing conditions, proper training, and personal and medical attention shall be available at all times.

6. No member of the staff or faculty shall feel that his job depends on wins or losses, although we shall strive to the utmost and give our best to win. Nor shall any job depend on gate receipts, although we shall always endeavor to present a performance worth the price of admission.

7. Strong, healthy bodies; alert minds; a high sense of sportsmanship; keen enjoyment; and a love of teaching should be the outcome of the athletic program at Valley City State College.

THE DIVISION OF HEALTH AND PHYSICAL EDUCATION

PROGRAM GOALS

A. Objectives of the Physical Education Major

Bachelor of Science in Secondary Education Degree

Students enrolled in the baccalaureate program with a major in Physical Education should complete a program that will assist the future physical educator, contribute to the total health and well being of the individual, and allow him to become adjusted to immediate and long term problems of living--physically, mentally, emotionally, and socially.

1. Subject Matter Competencies and Content Knowledge

    a. A knowledge of the structure of the body and the functions of its parts, particularly the skeletal and muscular systems.

    b. A knowledge of the mechanics of body movement.

    c. A continuing development of competency in the skills of the team sports, including basketball, baseball, softball, football, and volleyball.

    d. A continuing development of competency in the skills of the individual sports, including tennis, golf, archery, badminton, wrestling, bowling, and track and field.

    e. Special emphasis on the development of competencies in one or more of the lifetime sports.

    f. A knowledge of basic health information and attitudes for application to personal, school, and community health problems.

    g. Development of competencies in skills involving the movement of the body with music.

    h. Competencies in swimming and life saving techniques.

    i. Knowledge of methods of teaching and coaching the motor skills at the various age levels.

    j. Competencies in the gymnastics type of motor skills, including various types of equipment for men and women.

    k. Knowledge and information concerning the organization and administration of activities in a physical education program on elementary and secondary levels.

l. Knowledge concerning care of bodily injuries, first aid, and athletic injuries.

m. Knowledge and competencies relating to recreational programs and activities, both indoor and outdoor.

2. Presentation Competencies

   a. Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of methodologies, equipment, skills, and techniques of teaching and coaching of physical education at the secondary level.

   b. Students enrolled in the Bachelor of Science degree program majoring in physical education must participate in two major sports to demonstrate physical and/or mental competencies in that activity.

3. Professional Competencies

   Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

B. Objectives of the Physical Education Minor

Bachelor of Science in Secondary Education Degree

The program for the minor for students enrolled in the baccalaureate program in Physical Education has the same general objectives as the program for the major under this degree. (See paragraphs under section A.)

1. Presentation Competencies

   a. Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of methodologies, equipment, skills, and techniques of teaching and coaching of physical education at the secondary level.

   b. Students enrolled in the Bachelor of Science degree program minoring in Physical Education must participate in one major sport to demonstrate physical and/or mental competencies in that activity.

2. Professional Competencies

Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

C. Objectives of the Recreation Minor (Non-teaching)

Bachelor of Arts/Bachelor of Science

Students enrolled in the Bachelor of Arts or Bachelor of Science degree should complete a program that is very similar to a major in physical education but with a greater emphasis on play and leisure time activities.

1. Subject Matter Competencies or Content Knowledge

   a. Develop an understanding and skills in handling injuries associated with first aid care.

   b. An understanding of the proper health knowledge, attitudes, and practices.

   c. An understanding of the protection and preservation of life through safety in play as it correlates with all aspects of life.

   d. Develop an understanding of the various outdoor activities and the practical application of skills associated with these activities.

   e. Competencies in developing recreation in the community by including all age groups and the utilization of the facilities available.

   f. Develop skills and appreciations in various leisure time activities such as dramatics, informal speaking, journalism, and/or photography.

   g. A continuing development of competency in the skills of individual and team sports.

2. Presentation Competencies

Students enrolled in the Bachelor of Arts or Bachelor of Science degree are expected to demonstrate the knowledge and skills necessary to assist people of all age levels in the school and community in the enjoyment of recreational activities.

D. Objectives of the Health Minor

Bachelor of Science in Secondary Education Degree

Students enrolled in the baccalaureate program with a Health minor are introduced to a program that will maintain and improve the health of the students. Health instruction is a dissemination of facts and concepts and the development of the basic skills in health instruction. The student should be prepared to solve problems related to the rapid changes in health education in an effort to bridge the gap between proper health knowledge, practice, and attitudes.

1. Subject Matter Competencies or Content Knowledge
    a. An understanding of the proper health knowledge, attitudes, and practices of health living with an emphasis on current health problems of greatest economic and social significance.
    b. A knowledge of basic health information and attitudes for application to personal, school, and community health problems.
    c. An understanding of the protection and preservation of life as it correlates with all aspects of life.
    d. Develop the understanding and skill necessary to handle injuries associated with first aid care.
    e. A knowledge of the physiological makeup of the body and the functions of the parts, particularly the skeletal and muscular system.
    f. An understanding of the principles, policies, and procedures for the organization and administration of health services, health environment, and health instruction.
    g. An understanding of the factors involved in developing and maintaining a wholesome personality.
    h. An understanding of the development of the adolescent mentally, emotionally, socially, and physically.

2. Presentation Competencies

    Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of the methodologies and techniques of teaching health education.

3. Professional Competencies

Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

E. Objectives of the Coaching Minor

Bachelor of Science in Secondary Education

Students enrolled in the baccalaureate program minoring in Coaching should complete a program that will assist the coach in understanding the growth and development of the student physically, mentally, emotionally, and socially, and the knowledge and fundamental skills of several sports. Different theories and methodologies of coaching are taught.

1. Subject Matter Competencies or Content Knowledge

   a. Knowledge of the structure of the body and the functions of its parts, particularly the skeletal and muscular systems.

   b. A knowledge of the mechanics of body movement.

   c. Knowledge and information concerning the organization and administration of sports activities.

   d. A continuing development of competency in skills of team and individual sports.

   e. Knowledge of methods of teaching and coaching the motor skills at the various age levels.

   f. Knowledge concerning care of bodily injury, first aid, and athletic injuries.

   g. Knowledge and skills in officiating activities.

   h. Competencies in disseminating information of activities.

2. Presentation Competencies

Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of methodologies, equipment, skills, and techniques of teaching and coaching.

3. Professional Competencies

Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

THE DIVISION OF HUMANITIES AND SOCIAL SCIENCE

GENERAL GOALS AND OBJECTIVES

Introduction

The Division of Humanities and Social Science is a new unit within the College as of July 1, 1975. It includes the areas which were a part of the Division of Language and Literature and the Division of Social Science at the time of the North Central Association's last evaluation of the College.

The Division consists of two departments--the Department of Language and Literature and the Department of Social Science. The former offers a major in English and minors in drama, drama-speech, English, languages, library science, and speech. The latter offers a major in social science, geography, and history and minors in economics, geography, history, political science, social science--elementary, social science--secondary, and sociology and joins with the Department of Science to offer an earth and environmental science minor.

The general goals of the Department of Language and Literature are:

1. To help all students to achieve greater proficiency in both writing and speaking,
2. To help all students to achieve a better understanding of man's beliefs and values through a study of the humanities,
3. To provide majors and minors for teaching and graduate study,
4. To provide those who have no plans for a career in education with the opportunity to receive a comprehensive background in language and literature which will enable them to move into their chosen profession or into a graduate program.

The goals are dealt with more specifically under the heading "Program Goals: Language and Literature."

The general goals of the Department of Social Science are:

1. To give all students the opportunity to add to their general knowledge in the social sciences,
2. To provide majors and minors for teaching and graduate study,

3. To provide those who have no plans for a career in education with the opportunity to acquire a broad background in the social sciences which will enable them to move into a profession or into a graduate program.

The goals are dealt with more specifically under the heading "Program Goals: Social Science."

THE DIVISION OF HUMANITIES AND SOCIAL SCIENCE

PROGRAM GOALS: LANGUAGE AND LITERATURE

General Statement of the Major Goals of the Department of Language and Literature:

The primary objective of the Department of Language and Literature is to prepare the student in the disciplines that encompass the language arts in such a way that he will be equipped to become a productive member of a profession, a community, and the larger social environment. Other objectives relating to the programs offered are:

1. To provide all students who pursue any college program or degree with:
    a. Course materials in Freshman English and Speech to help them achieve proficiency in writing and speaking, to help them develop ability to read and listen with comprehension and discrimination, and to help them develop an appreciation for literature that will act as a basis for continued growth.
    b. Course materials in the specific Humanities class to help the students develop a cultural appreciation for art, music, philosophy, and literature.
2. To provide students who will teach in the language arts areas on the elementary, the junior high, or the secondary levels with adequate knowledge of their fields, with methods for teaching in their areas, and with the desire and responsibility for continued improvement in both methodology and knowledge.
3. To prepare students who do not wish to teach to enter other related areas of work or to continue work toward advanced degrees.
4. To develop and implement a program of education which will prepare professional library media personnel and will qualify them for certification as librarians and/or media specialists.
5. To provide students with a study of speech and drama and with practical experiences in speech and dramatic work that they may use later in teaching, in speech-drama competition, or in community programs.
6. To encourage students to study a foreign language to the extent that they will be able to read, write, and speak that language.

A. Objectives of the English Major

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education
Bachelor of Arts Non-Language Option
Bachelor of Arts (Language Option) in English

Upon completion of the course work required for the baccalaureate programs in the Language and Literature Department, the student will have mastered a fundamental knowledge of the areas that make up the language arts, will have developed an appreciation for the wealth of democratic and humanistic traditions found in literature, will have mastered skills necessary to communicate course content to students on the elementary, the junior high, the secondary levels, or to related professions other than teaching.

1. Subject Matter Competencies or Content Knowledge

a. A basic knowledge and proficiency in writing and speaking with special attention given to advanced and creative skills in composition.

b. A basic knowledge of American, English, and World Literature with a chronological investigation of selections within the different genres and representing a specific intellectual and historical period as well as trends of the times.

c. A basic knowledge of the development of American and English fiction from the time of its inception to the present with special emphasis on representative writers, selections, and trends.

d. An opportunity for the student in a workshop atmosphere to produce original fiction and gain knowledge of the craft of fiction from the writer's point-of-view.

e. An in-depth study of poetry within specific periods and with representative writers of those periods.

f. An opportunity for the student in a workshop atmosphere to write poetry in various forms and styles.

g. A knowledge of Shakespeare's great tragedies with emphasis placed on appreciation and enjoyment as well as the dramatist's art and thought.

h. A basic knowledge of the origin and development of the English Language.

i. A basic knowledge of grammatical constructions and usage with emphasis on the traditional system.

j. A basic knowledge of the modern approach to generative-transformational grammar: an analysis of the linguistic theory and practice.

k. A basic knowledge of the use of library media by students and teachers, consideration of teacher-librarian relations, exploration of materials in one curriculum area, and planning for teaching research skills.

l. A knowledge of the critical theories of literature, past and present, and an opportunity to practice writing critical explications.

m. A basic knowledge of the principles of journalism so that English majors are able to supervise high school publications.

n. A knowledge of curriculum, research findings, trends, materials, problems, and methods for teaching English on the elementary, the junior high, and the secondary levels.

o. Students enrolled in the Bachelor of Arts Non-Language Option are expected to achieve competency in several of the following areas:

(1) History
(2) Art
(3) Music
(4) Philosophy
(5) Sociology
(6) Research

2. Presentation Competencies

a. Students enrolled in the Bachelor of Science in Elementary and Secondary Education are required to achieve a basic knowledge of methods, materials, and techniques of teaching English on either the elementary or the secondary level.

b. Students enrolled in the Bachelor of Science in Elementary or Secondary Education must demonstrate specific competencies or skills of the teaching profession required by the Division of Education.

c. Students enrolled in the Bachelor of Arts Non-Language Option are required to demonstrate a knowledge of basic reference tools and skill in the use of them.

3. Professional Competencies

a. Students enrolled in the Bachelor of Science in Elementary or Secondary Education must demonstrate knowledge of the professional skills of teaching

b. Students enrolled in the Bachelor of Science and the Bachelor of Arts programs are required to demonstrate a knowledge of basic research and writing techniques.

c. Students enrolled in the Bachelor of Arts in English must demonstrate a basic reading knowledge of a modern foreign language.

B. Objectives of the English Minor

Bachelor of Science (Non-Teaching)
Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education

Upon completion of the course work required for the English minor, the student will have mastered a fundamental knowledge of the areas that make up the language arts, will have developed an appreciation for the wealth of democratic and humanistic traditions found in literature, will have mastered skills necessary to communicate course content to students on the elementary, the junior high, the secondary levels, or to related professions other than teaching.

1. Subject Matter Competencies or Content Knowledge

    a. A basic knowledge and proficiency in writing and speaking with special attention given to advanced and creative skills in composition.

    b. A basic knowledge of American, English, and World literatures with a chronological investigation of selections within the different genres and representing a special intellectual and historical period as well as trends of the times.

    c. A basic knowledge of the development of American and English fiction from the time of its inception to the present with special emphasis on representative writers, selections, and trends.

    d. A knowledge of Shakespeare's great tragedies with emphasis placed on appreciation and enjoyment as well as the dramatist's art and thought.

    e. A basic knowledge of grammatical constructions and usage with emphasis on the traditional system.

    f. A basic knowledge of the modern approach to generative-transformational grammar: an analysis of the linguistic theory and practice.

    g. A basic knowledge of the use of library media by students and teachers, consideration of teacher-librarian relations, exploration of materials in one curriculum area, and planning for teaching research skills.

    h. A knowledge of curriculum, research findings, trends, materials, problems, and methods for teaching English on the elementary, the junior high, the secondary levels.

2. Presentation Competencies

    a. Students choosing an English minor are required to achieve a basic knowledge of methods, materials, and techniques of teaching English on an elementary, a junior high, or a secondary level.

b. Students with an English minor must demonstrate specific competencies or skills of the teaching profession required by the Division of Education.

3. Professional Competencies

a. Students with an English minor must demonstrate knowledge of the professional skills of teaching as set up by the Division of Education.

b. Students with an English minor are required to demonstrate a knowledge of basic research and writing techniques.

C. Objectives of the Drama Minor

Bachelor of Arts
Bachelor of Science (Non-Teaching)
Bachelor of Science in Education

Students enrolled in a Drama Minor are introduced to the methods and techniques of acting, directing, designing, and producing plays, as well as the history of the theatre and dramatic literature.

1. Subject Matter Competencies or Content Knowledge

    a. Practical experience in acting, casting, backstage technical work, makeup, publicity, and theatre management.

    b. Knowledge and utilization of stage makeup.

    c. Knowledge and utilization of basic acting techniques and theories of acting.

    d. Knowledge and use of the techniques of vocal interpretation and acting.

    e. Knowledge of the history of clothing, costume design, and construction.

    f. Knowledge of the principles of basic theatre design, lighting, and organization for dramatic productions.

    g. Knowledge of the principles of directing dramatic productions.

    h. Knowledge of the principles of producing a play with elementary and junior high school students; knowledge of the basic principles of creative dramatics and the development of imagination in the lower grade students.

    i. Knowledge of the styles of dramatic literature and history of the theatre.

2. Presentation Competencies

    a. Students enrolled in the Drama Minor are required to achieve a knowledge of the basic techniques for producing dramatic productions.

    b. Students enrolled in the Drama Minor are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.

c. Students enrolled in the Drama Minor must demonstrate an ability to conduct themselves and present material with confidence before any group.

3. Professional Competencies

a. Students enrolled in the Drama Minor are required to demonstrate the specific competencies needed to teach speech and prepare secondary students to participate in speech contests.

b. Students enrolled in the Drama Minor are required to demonstrate the specific competencies needed to prepare students to participate in drama contests.

D. Objectives of the Drama-Speech Minor

Bachelor of Arts
Bachelor of Science (Non-Teaching)
Bachelor of Science in Education

Students enrolled in a Drama-Speech Minor are introduced to the techniques of acting, directing, designing, and producing plays; the history of theatre and dramatic literature; and basic speech techniques.

1. Subject Matter Competencies or Content Knowledge

    a. Practical experience in acting, casting, backstage technical work, makeup, publicity, and theatre management.

    b. Knowledge and utilization of basic acting techniques and theories of acting.

    c. Knowledge and use of the techniques of vocal interpretation and acting in speech contests.

    d. Knowledge to teach the communication skills in reading, speaking, and listening.

    e. Knowledge of the history of clothing, costume design, and construction.

    f. Knowledge of the preparation and delivery of specific speeches.

    g. Knowledge of the principles of basic theatre design, lighting, and organization for dramatic productions.

    h. Knowledge of the styles of dramatic literature and history of the theatre.

    i. Knowledge of the preparation and delivery of persuasion and argumentation with special emphasis on debate.

    j. Knowledge of the common speech defects found in the classroom and how the teacher can work with the speech therapist.

    k. Knowledge of the techniques and methods of preparing for and conducting group discussions and symposiums.

    l. Knowledge and use of parliamentary procedures to conduct meetings.

2. Presentation Competencies

    a. Students enrolled in the Drama-Speech Minor are required to achieve a basic knowledge of the methods and techniques of teaching speech and drama at the secondary level.

    b. Students enrolled in the Drama-Speech Minor are required to demonstrate specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.

3. Professional Competencies

    a. Students enrolled in the Drama-Speech Minor are required to demonstrate the specific competencies needed to teach speech and prepare secondary students to participate in speech contests.

    b. Students enrolled in the Drama-Speech Minor are required to demonstrate the specific competencies needed to prepare students to participate in drama contests.

    c. Students enrolled in the Drama-Speech Minor must demonstrate an ability to prepare any type of speech and present it with confidence before any group.

E. Objectives of the Speech Minor

Bachelor of Arts/Bachelor of Science (Non-Teaching)/B.S. in Ed.

Students enrolled in a Speech Minor are introduced to the method and techniques of composing and presenting various types of speeches as well as conducting meetings, symposiums, and group discussions.

1. Subject Matter Competencies or Content Knowledge
   - a. Development of effective voice usages with oral reading of all types of literature to gain an understanding of the emotional and intellectual content and to communicate this knowledge to the listener.
   - b. Knowledge of the common speech defects found in the classroom and how to work with the speech therapist.
   - c. Knowledge of the preparation and delivery of specific types of speeches.
   - d. Knowledge of the principles of basic theatre design, lighting, and organization for dramatic productions.
   - e. Knowledge of the principles of directing dramatic productions.
   - f. Knowledge of the techniques and methods of teaching communication skills in oral reading, speaking, and listening.
   - g. Knowledge of the essential characteristics of Shakespeare's dramas.
   - h. Knowledge of two of the following:
     - (1) Knowledge of the preparation and delivery of persuasion and argumentation with special emphasis on debate.
     - (2) Knowledge of the techniques and methods of preparing for and conducting group discussions and symposiums.
     - (3) Knowledge and use of parliamentary procedures to conduct meetings.
2. Presentation Competencies
   - a. Students enrolled in the Speech Minor are required to achieve a basic competency in the methods of delivering various types of speeches at the secondary level.
   - b. Students enrolled in the Speech Minor are required to demonstrate specific presentation competencies or

behavioral skills of the teaching profession required by the Division of Education.

3. Professional Competencies

   a. Students enrolled in the Speech Minor are required to demonstrate the specific competencies needed to teach speech and prepare secondary students to participate in speech and dramatic contests.

   b. Students enrolled in the Speech Minor must demonstrate an ability to prepare any type of speech and present it with confidence before any group.

F. Objectives of the German Minor

Bachelor of Arts/Bachelor of Science (Non-Teaching)/B.S. in Ed.

The purpose of the German Minor is to introduce the student to the German language and literature in order to (1) make him linguistically proficient enough to travel in German-speaking countries; (2) enable him to complete advanced work in the language; and (3) enable him to teach the language in North Dakota schools.

1. Subject Matter Competency
    a. A basic recognition knowledge of the sounds of the language.
    b. A basic productional knowledge of the sounds of the language.
    c. A basic knowledge of the grammatical principles of the language.
    d. A basic knowledge of the cultural (social, literary, and political) history of the German people from the Middle Ages to the present.
2. Presentation Competencies or Behavioral Skills
    a. Students should be able to understand speakers of the language in conversational situations.
    b. Students should be able to make themselves understood by speakers of the language in conversational situations.
    c. Students should be able to read basic material written in the language.
    d. Students should be able to write basic material written in the language.
3. Professional Competencies
    a. Students completing the German minor should be able to perform to a degree of competency which would enable them to complete a German major at another school.
    b. Students completing the German minor should be able to perform to a degree of competency which would enable them to satisfy the German proficiency requirement for an advanced degree.
    c. Students completing the German minor should be able to perform to a degree of competency which would enable them to fulfill the state requirements for teaching German in the schools of North Dakota.

G. Objectives of the Library Science Minor and the Media Specialist Program

1. General Statement of the Major Goals of the Library Science Program

The Library Science program is planned with an aim to develop and implement the best possible program of education which will prepare professional school library media personnel at an entry level of competency and will qualify them for certification in North Dakota and the surrounding area as librarians and/or media specialists.

2. Objectives of the Library Science Program

Library Science Minor
Library Audiovisual Program

Students pursuing a program in Library Science are guided in the formulation of a philosophy of librarianship and are introduced to a basic knowledge of technical processes and public services and to the fundamental processes employed therein.

a. Subject Matter Competencies or Content Knowledge

Students pursuing the Library Science program are expected to acquire:

(1) A basic knowledge of principles applied in evaluation and selection of materials and of selection aids used therein.

(2) A basic knowledge of adolescent reading interests and habits and of library materials suitable to meet their needs.

(3) A basic knowledge of techniques used for promoting and guiding the reading, listening and viewing of children and young adults.

(4) A knowledge of the fundamentals of classification and cataloging of materials.

(5) A basic knowledge of reference materials and services.

(6) A basic knowledge of the functions, organization, and administration of an Instructional Materials Center and of its relation to the curriculum.

Students pursuing the Library-Audiovisual program are in addition to the above, expected to acquire basic content knowledge of the following:

(7) The impact of communication media on our society.

(8) The relevancy of computer science, automation and retrieval systems to school media centers.

(9) Photographic techniques applicable to library purposes.

(10) Production of a variety of instructional media appropriate to an IMC collection.

b. Presentation Competencies

Students enrolled in the Library Science program are expected to:

(1) Demonstrate strategies for teaching and learning which include a media program as an integral part of the educational program of a school.

(2) Demonstrate the ability to research, document, evaluate, and apply information as a research technique.

Students enrolled in the Library-Audiovisual program are expected, in addition to the above, to:

(3) Demonstrate a competency in photography including camera operation and processing of materials.

(4) Demonstrate the ability to compose and produce a variety of educational media.

c. Professional Competencies

Students enrolled in the Library Science program are expected to:

(1) Apply a knowledge of human behavior in facilitating learning through effective use of media and a media program.

(2) Determine goals of a school library media program based upon the educational goals and objectives of a district and school.

(3) Develop a philosophy of a media program which will provide a totality of services focused on the best utilization of media to facilitate, improve, and support the learning process.

(4) Plan management of a school media program for its optimum operation through identification, acquisition, organization, administration, supervision and evaluation of the use of funds, personnel, resources and facilities.

(5) Demonstrate an attitude of professionalism in carrying out responsibilities, in study and self-evaluation, and in maintaining high standards of achievement and practice.

THE DIVISION OF HUMANITIES AND SOCIAL SCIENCE

PROGRAM GOALS: SOCIAL SCIENCE

General Statement of the Major Goals of the Department:

The curricular and co-curricular activities of the Department of Social Science relate to the following general objectives:

1. To provide those who will work in the elementary school with:
    a. course material related to their teaching assignment.
    b. some concept of the social problems relating to the children, families, and communities with which they work.
2. To prepare those who will teach the social sciences on the secondary level with an adequate knowledge of their field, with methods for teaching in the area, and with the desire and the methodology to acquire further information.
3. To prepare those who do not wish to teach for further study in areas related to the social sciences: business, public service, ministry, social service, counseling, city and area planning, map reading and interpretation, work with the Weather Bureau or Geodetic Survey, historical research and writing, law, work as an archivist, librarian, or museum director, and many other associated fields.
4. To develop an understanding and appreciation of the ideas and institutions of Western Civilization.
5. To foster knowledge of the social, political, and economic problems common in human civilization and to develop a critical approach to their solution.
6. To stimulate a broad intellectual interest and active participation in the social, political, and economic affairs of the American and world communities.
7. To encourage the development of the skills of logical analysis and creative expression.

A. Objectives of the Social Science Composite Major:

Bachelor of Science in Secondary Education
Bachelor of Arts Non-Language Option
Bachelor of Arts in Social Science

Students enrolled in the baccalaureate program in social science are given the basic knowledge in economics, geography, history, political science, and sociology, with a minimum of 12 quarter hours of work in each. This enables them to teach the basic courses which are commonly taught in the elementary and secondary schools or to move into other areas which are related to the social sciences.

1. Subject Matter Competencies or Content Knowledge:

   a. a basic knowledge in the area of both micro and macro economics

   b. a basic knowledge of places and reasons for places

   c. a knowledge of the effect of geography on the economics of the world, either from the viewpoint of agricultural or mineral resources

   d. a specific knowledge of the population, resources, and geonomics of some region of the world

   e. a basic knowledge of the political, economic and social developments in the United States from the colonial period to the present

   f. a basic knowledge of the political, economic, and cultural developments of the world from ancient times to the present

   g. a basic knowledge of the structure, operations, and problems of American national, state, and local governments

   h. a basic knowledge of the origin and evolution of society

   i. In addition, the student is expected to achieve a more advanced understanding of one or more of the above areas through directed elective course work.

   j. Students enrolled in the Bachelor of Arts Non-Language option must achieve a basic competency in several of the following areas through directed elective course work in specific areas of concentration:

      (1) Logic

      (2) Philosophy

(3) Art

(4) Music

(5) Literature

(6) Speech

2. Presentation Competencies:

   a. Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of the methodologies, materials, and techniques of teaching the Social Sciences at the secondary level.

   b. Students enrolled in the Bachelor of Science in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.

   c. Students enrolled in the Bachelor of Arts Non-Language option are required to demonstrate a knowledge of the basic reference tools of the library as well as the skill to use these tools.

3. Professional Competencies:

   a. Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

   b. Students enrolled in the Bachelor of Science and Bachelor of Arts programs in social science are required to demonstrate a knowledge of the basic research and writing techniques utilized by the professional social scientist.

   c. Students enrolled in the Bachelor of Arts in history must demonstrate a basic reading knowledge of a modern foreign language.

B. Objectives of the Social Science Minor:

Bachelor of Science in Secondary Education

Students enrolled in this program receive the most basic knowledge in economics, geography, history, political science, and sociology. This enables them to teach those courses most commonly taught in the secondary schools or to move into other areas related to the social sciences.

1. Subject Matter Competencies or Content Knowledge:
    a. a basic knowledge of economics
    b. a basic knowledge of places and reasons for places
    c. a basic knowledge of the political, economic, and social developments in the United States from the colonial period to the present
    d. a basic knowledge of the political, economic, and cultural developments in the world from ancient times to the present
    e. a basic knowledge of the structure, operations, and problems of American national, state, and local governments
    f. a basic knowledge of the origin and evolution of society
2. Presentation Competencies:
    a. Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of the methodologies, materials, and techniques of teaching the social sciences at the secondary level.
3. Professional Competencies:
    a. Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

C. Objectives of the Social Science Minor:

Bachelor of Science in Elementary Education

Students enrolled in this program receive only the most basic knowledge in economics, geography, history, political science, and sociology. Through the selection of elective hours to complete the requirements, they are enabled to strengthen themselves in those areas which will be most useful at the grade levels where they plan to teach.

1. Subject Matter Competencies or Content Knowledge:
    a. a basic knowledge of economics
    b. a basic knowledge of places and reasons for places
    c. a basic knowledge of political, economic, and social developments in the United States from 1865 to the present
    d. a basic knowledge of the political, economic, and cultural developments in the world from the Napoleonic era to the present
    e. a basic knowledge of the manner in which government functions
    f. a basic knowledge of the origin and evolution of society
    g. the methodology employed in teaching the social sciences
    h. In addition, the student must achieve a more advanced understanding in one or more of the above areas through directed elective course work.
2. Presentation Competencies:
    a. Students enrolled in the Bachelor of Science in Elementary Education are required to achieve a basic knowledge of the materials and techniques of teaching the social sciences at the elementary level.
    b. Students enrolled in the Bachelor of Science in Elementary Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.
3. Professional Competencies:
    a. Students enrolled in the Bachelor of Science in Elementary Education must demonstrate a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

D. Objectives of the Economics Minor:

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education

Students enrolled in this program are provided with a basic knowledge in the areas of macro and micro economics and an opportunity to acquire the additional knowledge to teach economics at the secondary level, to perform satisfactorily in the related areas in the Department of Business, and to understand the operations in the business world.

1. Subject Matter Competencies or Content Knowledge:

   a. a basic knowledge of the conditions and laws affecting the production, consumption, and distribution of wealth

   b. a basic knowledge of the activities involved in transferring goods from the producer to the consumer

   c. a basic knowledge of capitalism, communism, and other economic systems of the world

   d. a basic knowledge of current economic problems, both national and international

   e. In addition to the above basic competencies, the student is expected to achieve a more advanced understanding of several of the following areas through directed elective course work.

      (1) Risk factors in production and attempts to protect against loss through insurance

      (2) Practical problems in satisfying consumer needs

      (3) Local, state, and national laws, regulations, and court decisions which regulate, encourage, or discourage private business

      (4) Economics and their contributions in economic thought and the development of economic institutions in our western society

      (5) The principles of money and banking with emphasis on prevailing problems

      (6) Theories of taxation and the impact of government finance upon and production and distribution of income

2. Presentation Competencies

   a. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education are required to achieve a basic knowledge of the materials and techniques of teaching Economics at the elementary or secondary level.

b. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.

3. Professional Competencies:

    a. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

E. Objectives of the Geography Minor:

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education
Bachelor of Arts Non-Language Option
Bachelor of Arts in Geography

Students who are enrolled in a baccalaureate program in Secondary Education or Elementary Education in Geography are prepared in a background of methodology and content in the field so as to enable them to teach Geography at the elementary, junior high, and secondary levels, or to attend graduate school.

Students who are enrolled in the Bachelor of Arts programs are prepared with the basic knowledge to pursue employment in fields related to geography or to attend graduate school.

1. Subject Matter Competencies:

    a. a basic knowledge of world wide "site and situation" or "places and the reasons for places"

    b. a basic knowledge of world wide distribution patterns in the areas of population, culture, and production

    c. a basic knowledge of the physics of the atmosphere and its application to human habitation of the earth

    d. a basic knowlege of the earth's crustal formations and the interrelationships of these to the habitation and activities of man on the earth

    e. a basic knowledge of the geologic and geomorphic processes of the earth and their application to human activities and habitation of the earth

    f. a basic knowledge of the distribution of and the means for commodity production

    g. a basic knowledge of the principles of mapping and map making and their application

    h. a basic knowledge of the regional distribution of cultures and culture types along with the population patterns and trends throughout the world

    i. In addition to the basic knowledge areas already listed, the competency of applying these areas and their interrelationships to the understanding of the total integrated human habitation of the earth and/or any regional portion thereof.

    j. Students are also expected to develop in the principles of basic geographic research and research methods along with the principles of geographic writing and the application of this writing to professional practice.

k. Students who are enrolled in the Bachelor of Arts Non-Language Option degree choose from a series of elective courses or cultural block. The cultural block is designed to supplement the geographic knowledge and experience with a broad background preparation according to the individual student's needs and interests. The actual elective courses in the cultural block are chosen in conjunction with the student's advisor and designed to complement the basic geographic knowledge in a way which will assist the individual student in obtaining desired employment and further assist the student in maintaining competency.

l. Students are expected to develop the abilities to do independent study and seminar work so as to further and continuously develop and maintain competency in the field, beyond the baccalaureate degree.

2. Presentation Competencies:

a. Students enrolled in the Elementary or Secondary Education program in Geography are expected to achieve the basic knowledge of techniques, materials, and visual aids so as to professionally present material and conduct classes at the elementary, junior high, and/or secondary levels.

3. Professional Competencies:

a. Students who are enrolled in the Bachelor of Science teaching degree must demonstrate a knowledge of the professional skills and make applicaton of these in a student teaching program outlined by the Division of Education.

b. Students enrolled in the Bachelor of Science and Bachelor of Arts programs in Geography are required to demonstrate a knowledge of the basic research and writing techniques utilized by the professional geographer.

c. Students enrolled in the Bachelor of Arts in Geography must demonstrate a basic reading knowledge of a modern foreign language.

F. Objectives of the Geography Minor:

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education

Students who are enrolled in a baccalaureate program in Secondary or Elementary Education in Geography are prepared in a background of methodology and content in the field so as to enable them to teach Geography at the elementary, junior high, and/or secondary levels.

1. Subject Matter Competencies:

   a. a basic knowledge of world wide "site and situation" or "places and the reasons for places"

   b. a basic knowledge of world wide distribution patterns in the areas of population, culture, and production

   c. a basic knowledge of the physics of the atmosphere and its application to human habitation of the earth

   d. a basic knowledge of the distribution of and the means for commodity production

   e. a basic knowledge of the earth's crustal formations, and the geologic and geomorphic processes of the earth and their application to human activities and habitation of the earth

   f. a basic knowledge of the regional distribution of cultures and culture types along with the population patterns and trends throughout the world

   g. In addition to the basic knowledge areas already listed, the competency of applying these areas and their interrelationships to the understanding of the total integrated human habitation of the earth and/or any regional portion thereof.

   h. Students are also expected to develop in the principles of basic geographic research and research methods.

   i. Students are expected to develop the abilities to do independent study and seminar work so as to further and continuously develop and maintain competency in the field beyond the baccalaureate degree.

2. Presentation Competencies:

   a. Students enrolled in the secondary or elementary education programs in Geography are expected to achieve the basic knowledge of techniques, materials, and visual aids so as to professionally present material and conduct classes at the elementary, junior high, and/or secondary levels.

3. Professional Competencies:

   a. Students who are enrolled in the Bachelor of Science teaching degree must demonstrate a knowledge of the professional skills and make application of these in a student teaching program outlined by the Division of Education.

G. Objectives of the History Major:

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education
Bachelor of Arts Non-Language Option
Bachelor of Arts in History

Students enrolled in a baccalaureate program in history are introduced to the methodologies utilized by the historian, to a basic knowledge of the history of mankind, and to the methodologies which will enable the students to teach history at the secondary, junior high, and elementary levels or to begin graduate study in history or related areas.

1. Subject Matter Competencies or Content Knowledge:

    a. a basic knowledge of the development of mankind prior to the appearance of civilization

    b. a basic knowledge of the major European and Asian civilizations prior to 1500 B.C. including the Mesopotamian, Egyptian, Indian, Chinese, Greek, Roman, and Medieval Europe

    c. a basic knowledge of the political, economic, and religious institutions of Western Europe in the early modern period (1500 - 1800)

    d. a basic knowledge of the cultural and intellectual values of European society in the early modern period (1500 - 1800)

    e. a basic knowledge of the major social, economic, intellectual, and political developments in European civilization from 1815 to the present

    f. a basic knowledge of the English colonial experience in North America from 1607 to 1775. A knowledge of early American political, economic, and religious institutions in colonial times.

    g. a basic knowledge of the political, social, and economic developments in the United States from 1775 to 1900

    h. a basic knowledge of political, social, and economic developments in the United States from 1900 to the present

    i. In addition to the above basic competencies, the student is expected to achieve a more advanced understanding of several of the following areas through directed elective course work.

        (1) The growth of American thought and social developments, as well as the impact of American nationalism and democracy on intellectual life.

(2) The history of the development of American foreign policy from colonial times to the present.

(3) The role of the United States in the 20th Century including political, economic, and cultural developments since 1900.

(4) The Afro-American experience in the United States.

(5) The history of the American frontier from 1600 to 1900.

(6) A history of the North American Indian.

(7) The major issues in historiography in American History 480.

(8) The development of agriculture, transportation and communication, industry and labor, domestic and foreign commerce, and money and banking from colonial times to the present.

(9) The basic social, political, and economic institutions in England from the Roman period to the present.

(10) The evolution of the basic social, political, and economic institutions of Central and South America.

(11) The basic social, economic, and political institutions of Russia from the Kievian period to the present.

(12) European affairs in the 20th Century.

(13) The development of modern China, Japan, and Southeast Asia.

j. Students enrolled in the Bachelor of Arts Non-Language Option are expected to achieve a basic competency in several of the following areas through directed elective course work in specific areas of concentration:

(1) Logic

(2) Philosophy

(3) Art

(4) Music

(5) Literature

(6) Political Science

(7) Sociology

(8) Geography

2. Presentation Competencies:

a. Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of the methodologies, materials, and techniques of teaching the history at the secondary level.

b. Students enrolled in the Bachelor of Science in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.

c. Students enrolled in the Bachelor of Arts Non-Language option are required to demonstrate a knowledge of the basic reference tools of the library as well as the skill to use these tools.

3. Professional Competencies:

a. Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

b. Students enrolled in the Bachelor of Science and Bachelor of Arts program in History are required to demonstrate a knowledge of the basic research and writing techniques utilized by the professional historian.

c. Students enrolled in the Bachelor of Arts in History must demonstrate a basic reading knowledge of a modern foreign language.

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H. Objectives of the History Minor:

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education

Students enrolled in this program are introduced to the methodologies employed by the historian, to a basic knowledge of the history of mankind, and to the methodologies which will enable the students to teach history at the secondary and elementary levels.

1. Subject Matter Competencies or Content Knowledge:

   a. a basic knowledge of the development of mankind prior to the appearance of civilization

   b. a basic knowledge of the major European and Asian civilizations prior to 1500 B.C. including Mesopotamian, Egyptian, Indian, Chinese, Greek, Roman, and Medieval Europe

   c. a basic knowledge of the political, economic, and religious institutions of Western Europe in the early modern period (1500 - 1800)

   d. a basic knowledge of the cultural and intellectual values of European society in the early modern period (1500 - 1800)

   e. a basic knowledge of the major social, economic, intellectual, and political developments in European civilization from 1815 to the present

   f. a basic knowledge of the English colonial experience in North America from 1607 to 1775. A knowledge of early American political, economic, and religious institutions in colonial times.

   g. a basic knowledge of the political, social, and economic developments in the United States from 1775 to 1900

   h. a basic knowledge of the political, social, and economic developments in the United States from 1900 to the present

   i. In addition to the above basic competencies, the student is expected to achieve a more advanced understanding of several of the following areas through directed elective course work:

      (1) The growth of American thought and social developments, as well as the impact of American nationalism and democracy on intellectual life.

      (2) The history of the development of American foreign

policy from colonial times to the present.

(3) The role of the United States in the 20th Century including political, economic, and cultural developments since 1900.

(4) The Afro-American experience in the United States.

(5) The history of the North American Indian.

(6) A history of the American frontier from 1600 to 1900.

(7) The major issues in historiography in American History 480.

(8) The development of agriculture, transportation and communication, industry and labor, domestic and foreign commerce, and money and banking from colonial times to the present.

(9) The basic social, political, and economic institutions in England from the Roman period to the present.

(10) The evolution of the basic social, political and economic institutions of Central and South America.

(11) The basic social, economic, and political institutions of Russia from the Kievian period to the present.

(12) European affairs in the 20th Century.

(13) The development of Modern China, Japan, and Southeast Asia.

2. Presentation Competencies:

a. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education are required to achieve a basic knowledge of the materials and techniques of teaching History at the elementary or secondary levels.

b. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.

3. Professional Competencies:

a. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

I. Objectives of the Political Science Minor:

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education

Students enrolled in the Political Science Minor are prepared to teach at the elementary and secondary level with adequate background and knowledge in the areas of political science in general and American government institutions and processes in particular. Those who do not wish to teach are given the necessary knowledge to understand and appreciate political happenings and to pursue further studies in political science and related disciplines.

1. Subject Matter Competencies or Content Knowledge:

   a. a basic knowledge of politics and government and how they affect the lives and well being of the people

   b. a basic knowledge of the history, structure and operations of the American government and its important public policies

   c. a basic knowledge of the structure, operations, and problems of American state and local governments, including urban governments and problems

   d. a basic knowledge of the development, functions and roles of the presidency, congress, court system, political parties, and interest groups in the American political system

   e. a basic knowledge of the principles and practices of the relationship among nation-states and the American role in the changing world

   f. a basic knowledge of other leading political systems such as those used in Great Britain, France, West Germany, and Soviet Union

   g. a basic knowledge of the origin and development of political philosophy in the western world from Greek antiquity to the present and their relationship to the contemporary political ideologies and institutions

   h. In addition to the basic competencies listed above, directed research and study concerning a particular phenomenon in political science and American government serve the need of those students who have interests in a special area and problem.

2. Presentation Competencies:

   a. Students enrolled in the Political Science minor are expected to demonstrate a knowledge of the basic research methods and writing techniques used by and acceptable to the political scientists.

3. Professional Competencies:

   a. Students who are enrolled in the Bachelor of Science teaching degree are expected to demonstrate a knowledge of professional teaching skills as required by the Division of Education and Psychology.

J. Objectives of the Sociology Minor:

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education

Students enrolled in the Sociology Minor are provided with a basic knowledge concerning the origin and evolution of society and of the forms, institutions, and functions of human groups so as to teach sociology at the secondary level or to move on into related areas of advanced study.

1. Subject Matter Competencies or Content Knowledge:

   a. a basic knowledge of the associated life of man

   b. a basic knowledge of the physical evolution of man and the cross cultural development of social institutions

   c. a basic knowledge of the comparative, historical, and analytical aspects of marriage and the family

   d. a basic knowledge of the causation, prevention, detection, and correction of criminal behavior

   e. a basic knowledge of the sociological approach to social services and especially of private and government programs of assistance

   f. In addition to the above basic competencies, the student must achieve a more advanced understanding of several of the following areas through directed elective course work:

      (1) Racial and cultural minorities within the United States and their social interaction.

      (2) The aging and problems of retirement, care, homes, employment, and income.

      (3) Movements in population and changes in institutions as they apply to urban and rural communities.

      (4) The achievement of a satisfying home life.

2. Presentation Competencies:

   a. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education are required to achieve a basic knowledge of the materials and techniques of teaching Sociology at the elementary and secondary levels.

   b. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.

3. Professional Competencies:

   a. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

K. Objectives of the Earth and Environmental Science Minor:

Bachelor of Science in Elementary Education
Bachelor of Science in Secondary Education

Students in this program are prepared to teach the entire range of earth and environmental science courses offered in the elementary and secondary schools.

1. Subject Matter Competencies or Professional Knowledge:
    - a. The earth as a planet.
    - b. The solar system.
    - c. The composition and structure of the atmosphere, including pressure, winds, moisture, air masses, cyclones, and violent storms.
    - d. The oceans.
    - e. Climates, location, and significant characteristics.
    - f. The common rocks and minerals.
    - g. The structure of the earth, including igneous activity, tectonism, earthquakes, and the earth's interior.
    - h. Weathering and soil formation.
    - i. Erosion processes, including mass wasting, streams, ground water, glaciation, and wind.
    - j. The primary landforms.
    - k. Historical geology and earth origin.
2. Presentation Competencies:
    - a. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education are required to be familiar with equipment, visual aids, professional literature, and the materials and techniques of teaching earth and environmental science at the elementary and secondary levels.
    - b. Students who complete this program will have the confidence and the ability to conduct field trips and outdoor education activities.
    - c. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills of the teaching profession required by the Division of Education.

3. Professional Competencies:

   a. Students enrolled in the Bachelor of Science in Elementary or in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession as delineated by the Division of Education.

THE DIVISION OF MATHEMATICS, SCIENCE, AND TECHNOLOGY

GENERAL GOALS AND OBJECTIVES

1. To provide meaningful learning experiences in mathematics, science, and technology for all post secondary people.

2. To provide elementary and secondary education majors the essential knowledge, skills, and attitudes relating to the general areas of math, science, and technology which will enable them to teach successfully in the classroom.

3. To provide students who seek secondary education majors within the Division with specific competencies consisting of knowledge, skills, and attitudes which will enable him or her to teach successfully in, and stay abreast of, his or her chosen field.

4. To provide a sound program in the fundamentals of mathematics, science, or technology for the liberal arts student.

5. To provide pre-professional courses and programs for the student planning to transfer to professional schools.

6. To provide service courses what will meet the needs of students in the general education and professional programs of the college.

THE DIVISION OF MATHEMATICS, SCIENCE, AND TECHNOLOGY

PROGRAM GOALS: MATHEMATICS

The program offered by the Department of Mathematics is designed to meet the following general objectives:

1. To provide sound mathematical training for prospective elementary and secondary teachers of mathematics.

2. To provide the supporting courses in mathematics that will meet the needs of the pre-professional student who specializes in an area requiring a background in mathematics.

3. To provide the courses in mathematics that will meet the requirements of the general education program for all students.

4. To provide sound mathematical training for the student that elects to major or minor in mathematics under the Bachelor of Arts degree programs.

The department achieves these objectives by providing a program that emphasizes the concepts, structure and style of mathematics; develops an appreciation of the applications of mathematics to other disciplines; develops the ability to solve problems by recognizing their mathematical relationships and using appropriate mathematical knowledge to find the solution; and provides for the development of the computational skills necessary to achieve the required level of mastery of the subject.

A. Objectives of the Mathematics Major

Bachelor of Science in Secondary Education
Bachelor of Arts
Bachelor of Science (Non-Teaching)

Students enrolled in the education degree program in mathematics should complete a program that will ensure that they understand the content of the courses in mathematics that they will teach; enable them to present the material in an interesting and effective way in the classroom; and enable them to discuss related topics with interested and motivated students. They should be able to make decisions with respect to the content, pace and sequence of the mathematics program in their schools and be ready and able to adjust to the curriculum changes that will come during their teaching careers.

Students enrolled in the liberal arts degree programs in mathematics should complete a program that will ensure that they understand the mathematics they will need in their careers, enable them to apply their knowledge of mathematics to the solution of problems in applied areas, and enable them to continue their study of mathematics and/or its application to meet the future needs of their careers.

1. Subject Matter Competencies or Content Knowledge

The subject matter competencies and content knowledge part of the major programs are the same for the education degree majors and the liberal arts degree majors.

a. An understanding of the content of precalculus mathematics--algebra and elementary functions.

b. An understanding of the content of analytic geometry and differential and integral calculus.

c. An understanding of the content of linear algebra and matrices.

d. An understanding of the essentials of abstract algebra.

e. An understanding of the essentials of probability and statistics.

f. An understanding of the essentials of geometry.

g. An understanding of computers and experience with applications of computers.

h. In addition to the above a student is advised to take some courses (a minor if possible) in an area such as physics, chemistry, or business that mathematics supports.

2. Presentation Competencies

a. Students enrolled in the education degree program and the liberal arts degree program are expected to develop skills in communication. The learning and communicating of mathematical ideas is necessary if they are to achieve a real understanding of the subject.

b. Students enrolled in the education degree program are required to meet the standards of the Division of Education with respect to educational and psychological problems in the selection, organization and presentation of mathematics materials in the secondary school classroom.

c. Students enrolled in the liberal arts degree program are required to enroll in a cognate area where they will use mathematical ideas and techniques to study problems, and the appropriate computational methods to find the solution to the problem.

3. Professional Competencies

a. Students enrolled in the education degree program must satisfactorily meet the professional standards of the teaching profession as required by the Division of Education.

b. Students enrolled in the liberal arts degree and the education degree programs are expected to develop an appreciation of mathematics as a profession that has contributed to and will continue to contribute to our total culture.

B. Objectives of the Mathematics Minor

Bachelor of Science in Secondary Education
Bachelor of Science in Elementary Education
Bachelor of Arts/Bachelor of Science

The program for the minor under the education and liberal arts degree has the same general objectives as the program for the major under those degrees (see paragraphs under C).

The students enrolled in the education degree programs are preparing to teach mathematics in either the junior high school or the elementary school, therefore, the subject matter requirements are defined to ensure an understanding of the mathematics content that they will be teaching at that level.

1. Subject Matter Competencies or Content Knowledge

   The subject matter competencies and content knowledge are the same for minor programs under the secondary education degree and the liberal arts degree. The liberal arts degree student should select elective courses that are related to the content and applications of mathematics.

   a. An understanding of the content of precalculus mathematics--algebra and elementary functions.

   b. An understanding of the content of analytic geometry and the differential and integral calculus.

   c. An understanding of the introductory concepts of geometry.

   d. An understanding of the essentials of abstract algebra.

   e. An understanding of the introductory concepts of probability and statistics.

   f. An introduction to computers and programming.

   g. In addition to the above, the secondary education degree student is advised to take both of the mathematics courses for elementary teachers. They will provide an orientation to the content and spirit of the elementary schools mathematics program.

   h. The minor program under the elementary degree is designed for the student who plans to be a specialist in mathematics on the elementary school level. Students are required to successfully complete both of the mathematics courses for elementary teachers before being admitted to the program.

   The required subject matter competencies are:

   a. An understanding of the content of precalculus mathematics--algebra and elementary functions.

   b. An understanding of the introductory concepts of analytic geometry and calculus.

   c. An understanding of geometry from an intuitive and informal standpoint.

d. A more advanced understanding of geometry or algebra or probability or computers, depending on their interest and needs.

2. Presentation Competencies

   a. Students enrolled in the education degree programs and the liberal arts degree program are expected to develop skills in communication. The learning and communicating of mathematical ideas is necessary if they are to achieve a real understanding of the subject.

   b. Students enrolled in the education degree programs are required to meet the standards of the Division of Education with respect to the presentation competencies or behavioral objectives of the teaching profession.

   c. Students enrolled in the liberal arts degree program are expected to use mathematical ideas and techniques to study problems and the appropriate computational methods to find the solution to the problem.

3. Professional Competencies

   a. Students enrolled in the education degree programs must satisfactorily meet the professional standards of the teaching profession as required by the Division of Education.

   b. Students enrolled in the liberal arts degree program are expected to meet the professional standards of their area of specialization.

C. Objectives of the Biology Major

Bachelor of Science in Secondary Education
Bachelor of Arts

Students enrolled in the baccalaureate program in Biology are introduced to the complete study of living things including their interrelationships with each other and with the physical environment. Laboratory experience is included at all levels and laboratory skills are cultivated. Methodologies are taught to enable the graduate to teach Biology at the secondary level or Life Science in the junior high school.

1. Subject Matter Competencies or Content Knowledge

   a. Basic understanding of classification systems of a living thing.

   b. Fundamental competency in applying the classification systems to numerous and varied specimens both living and preserved.

   c. Basic understanding of life processes of animals of all phyla.

   d. Basic understanding of life process of plants of every phyla.

   e. Basic understanding of molecular biology, cell structure, and functions of various systems.

   f. Comprehension of the validity of preservation of ecosystems.

   g. Acquisition of understanding and skills for the protection of the environment.

   h. Basic knowledge of the care and feeding of lab animals.

   i. Basic knolwedge of care and handling of plants.

   j. Knowledge of use and care of basic laboratory equipment.

2. Presentation Competencies

Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of methodologies and materials of teaching, skills in laboratory procedures, and classroom, laboratory, and stockroom management practices necessary for successful teaching at the Secondary level.

3. Professional Competencies

   a. Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

   b. Students enrolled in the Bachelor of Arts or Bachelor of Science are expected to demonstrate the knowledge and skills required of the field or research biologist.

D. Objectives of the Chemistry Major

Bachelor of Science in Secondary Education
Bachelor of Arts

Students enrolled in the baccalaureate program in Chemistry are introduced to all of the classical divisions of the subject--inorganic, organic, analytical (including instrumental), physical, and biochemistry. Laboratory experience is included and laboratory skills are taught. Additional methodologies are taught that will enable the graduate to teach chemistry at the secondary level.

1. Subject Matter Competencies or Content Knowledge

    a. Basic knowledge of the structure of the nuclear atom.

    b. Basic knowledge of the nature of the chemical bond.

    c. Basic knowledge of structure and behavior of solids, liquids, and gases.

    d. Basic understanding of aqueous and other solutions.

    e. Understanding of chemical equilibrium.

    f. Understanding of the electrical nature of matter and the quantitative applications.

    g. Basic knowledge of changes involving the nucleus of the atom.

    h. Basic knowledge of the classification system of the elements and the ensuing descriptive materials.

    i. Basic knowledge of the classification system of organic compounds and descriptive information thereof.

    j. Basic knowledge of the ionization products of the elements and application of this knowledge to qualitative and quantitative analysis.

    k. Understanding of the applications of principles of thermodynamics to behavior of matter.

    l. Understanding of the interrelationship of physical laws to chemical behavior.

    m. Basic knowledge of the chemical processes that take place in living organisms.

2. Presentation Competencies

    Students enrolled in the Bachelor of Science in Secondary Education are required to achieve a basic knowledge of methodologies and materials of teaching, skills in laboratory procedures, and classroom, laboratory, and stockroom management practices necessary for successful teaching at secondary levels.

3. Professional Competencies

    a. Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

b. Students enrolled in the Bachelor of Arts or the Bachelor of Arts in Science are expected to demonstrate the knowledge and skills required of a bench chemist.

E. Objectives of the Physics Minor
Bachelor of Arts/Bachelor of Science

Students enrolled in the baccalaureate program with a physics minor are introduced to all of the classical divisions of the subject--mechanics, heat, wave motion, and electricity. Laboratory experiences are included and laboratory skills are taught. Additional methodologies are taught that will enable the graduate to teach physical science at the junior high level and physics at the secondary level.

1. Subject Matter Competencies or Content Knowledge

a. Basic knowledge of the mechanical properties of matter.

b. Basic knowledge of Newton's Three Laws of Motion and their application.

c. Basic knowledge of work and energy.

d. Basic knowledge of gravitation.

e. Understanding the concept of momentum.

f. Basic knowledge of pressure as it applies to solid surfaces as well as pressure in fluids.

g. Basic understanding and working knowledge of the Gas Laws.

h. Comparison of heat and temperature.

i. Basic knowledge of the thermal properties of matter, including specific heat and heat transfer.

j. A basic knowledge of wave motion, including in particular sound and light waves.

k. A basic knowledge of electrostatics.

l. A basic knowledge of magnetism and its implication as related to electricity.

m. A basic knowledge of circuit electricity, AC and DC currents.

n. A basic knowledge of electrons and electromagnetic waves.

2. Presentation Competencies

   Students enrolled in the Bachelor of Science in Secondary Education with a physics minor are required to achieve a basic knowledge of methodologies and materials of teaching, skills in laboratory procedures, and classroom, laboratory, and stockroom management practices necessary for successful teaching at the secondary level.

3. Professional Competencies

   Students enrolled in the Bachelor of Science in Secondary Education with a physics minor must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

F. Objectives of the Biology Minor

Bachelor of Science in Secondary Education
Bachelor of Arts/Bachelor of Science

Students enrolled in the baccalaureate program in Biology are introduced to a selected study of living things. Laboratory experience is included and laboratory skills are cultivated. Specific methodologies for teaching Biology or Life Science are taught to supplement the methods courses in the major.

1. Subject Matter Competencies or Content Knowledge

   a. Basic understanding of classification systems of a living thing.

   b. Fundamental competency in applying the classification systems to numerous and varied specimens both living and preserved.

   c. Basic understanding of life processes of animals of selected phyla.

   d. Comprehension of the validity of preservation of ecosystems.

   e. Acquisition of understanding and skills for the protection of the environment.

   f. Knowledge of use and care of basic laboratory equipment.

2. Presentation Competencies

   Students enrolled in the Bachelor of Science in Secondary Education will strive for a basic knowledge of methodologies and materials of teaching.

3. Professional Competencies

Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

G. Objectives of the Chemistry Minor

Bachelor of Science in Secondary Education
Bachelor of Arts/Bachelor of Science

Students enrolled in the Chemistry Minor are introduced to selected divisions of the subject. Inorganic Chemistry is required and Physical Chemistry is not recommended. Laboratory experience is included and laboratory skills are taught. Methodologies peculiar to the discipline are taught to augment other methods courses.

1. Subject Matter Competencies or Content Knowledge

   a. Basic knowledge of the structure of the nuclear atom.

   b. Basic knowledge of the nature of the chemical bond.

   c. Basic knowledge of the structure and behavior of solids, liquids and gases.

   d. Basic understanding of aqueous and other solutions.

   e. Basic understanding of chemical equilibrium.

   f. Understanding of the electrical nature of matter.

   g. Basic knowledge of the changes involving the nucleus of the atom.

   h. Basic knowledge of the classification system of the elements and the ensuing descriptive materials.

2. Presentation Competencies

Students enrolled in the Bachelor of Science in Secondary Education, Chemistry Minor are encouraged to achieve mastery of the classroom and laboratory skills essential to good teaching.

3. Professional Competencies

Students enrolled in the Bachelor of Science in Secondary Education must demonstrate a knowledge of the professional skills of the teaching profession required by the Division of Education.

H. Objectives of the Industrial Education Major

Bachelor of Science in Secondary Education-Major
Bachelor of Science in Secondary Education-Composite Major
Bachelor of Science in Secondary Education-Minor
Bachelor of Science-Composite Major and Major

Students enrolled in the baccalaureate program in Industrial Education are provided with an insight into the roles of the various branches of industrial education; an understanding of the organizational, social, historical, cultural, and environmental aspects of industry and technology; and laboratory experiences in the various areas of industrial education.

Students enrolled in the secondary education program are provided with instruction in the methodologies necessary to teach industrial education in the junior or senior high school.

1. Subject Matter Competencies or Content Knowledge

The student will exhibit and demonstrate the attainment of specific competencies which will permit the achievement of the primary goals of industrial arts education as set forth by the Master Plan Committee of the State of North Dakota, June 1975.

a. To develop an insight and understanding of industry and technology and its place in our society.

b. To discover and develop attitudes, interests, and individual potential related to the industrial-technical and avocational areas.

c. To develop problem-solving and creative abilities involving tools, materials, processes, and products of industry.

d. To develop abilities in the safe and proper use of tools, machines, and processes through a wide range of exploratory classroom and laboratory experiences.

e. To develop career awareness, pre-vocational experience and information dealing with the world of work and occupational opportunities in industry.

f. To become an effective consumer and/or producer in an industrial-technical society.

g. In addition to the above, students enrolled in the teaching composite major must take in-depth technical course work to achieve the specialization necessary to teach in large departmentalized school systems.

h. Students enrolled in the teaching minor are required to demonstrate the same subject matter competencies as majors except in terms of depth in the technical areas.

i. In addition to a through f above, students enrolled in the non-teaching program are expected to:

(1) Obtain in-depth technical specialization through further course work.

(2) Select a minor compatible with his or her stated goals.

(3) Obtain a working knowledge of business, management, mathematics and the natural sciences.

(4) Select under advisement an industrial work experience (IE 491/291) compatible with his or her stated goals.

2. Presentation Competencies

a. Students enrolled in the Bachelor of Science in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills required by the Division of Education.

b. Students enrolled in the Bachelor of Science in Secondary Education and Bachelor of Science Non-Teaching are expected to acquire basic presentation and communication competencies peculiar to industrial education and industry.

3. Professional Competencies

a. Students enrolled in the Bachelor of Science in Secondary Education are expected to demonstrate a knowledge of the professional skills as required by the Division of Education.

b. Students enrolled in the Bachelor of Science in Secondary Education are expected to demonstrate by their actions, attitudes which will cause them to, and the skills which will enable them to continuously regenerate themselves; design programs; design instruction; nurture humaneness and engage in human interaction; facilitate learning as well as present facts; provide professional services beyond the required maximum; utilize and produce research; and evaluate programs and instruction.

I. Objectives of the Industrial Education Minor

Bachelor of Arts
Bachelor of Science
Bachelor of Science in Education

Students enrolled in the minor in Industrial Education are provided with an insight into the roles of the various branches of industrial education; a basic understanding of the organizational, social, historical, cultural, and environmental aspects of industry and technology; and laboratory experiences in the various areas of industrial education.

Students enrolled in the secondary education program are provided with instruction in the methodologies necessary to teach industrial education in the junior or senior high school.

1. Subject Matter Competencies or Content Knowledge

The student will exhibit and demonstrate the attainment of specific competencies which will permit the achievement of the primary goals of industrial education as set forth by the Master Plan Committee of the State of North Dakota, June, 1975.

a. To develop an insight and understanding of industry and technology and its place in our society.

b. To discover and develop attitudes, interest, and individual potential related to the industrial-technical and avocational areas.

c. To develop problem-solving and creative abilities involving tools, materials, processes, and products of industry.

d. To develop abilities in the safe and proper use of tools, machines, and processes through a wide range of exploratory classroom and laboratory experiences.

e. To develop career awareness, pre-vocational experience, and information dealing with the world of work and occupational opportunities in industry.

f. To become an effective consumer and/or producer in an industrial-technical society.

g. Students enrolled in the teaching minor are required to demonstrate the same subject matter competencies as majors except in terms of depth in the technical areas.

2. Presentation Competencies

   Students enrolled in the Bachelor of Science in Secondary Education are required to demonstrate the specific presentation competencies or behavioral skills required by the Division of Education.

3. Professional Competencies

   Students enrolled in the Bachelor of Science in Secondary Education are expected to demonstrate a knowledge of the professional skills as required by the Division of Education.

BEP ENT'D

ACADEMIC MASTER PLAN

Valley City State College

Part II

FIVE-YEAR PROJECTIONS:

Curriculum Modifications

Fall, 1975

VALLEY CITY STATE COLLEGE
Valley City, North Dakota 58072

Dean of Academic Affairs

October 28, 1975

TO: Members of the State Board of Higher Education and Commissioner Kenneth Raschke

FROM: Sam Rankin, Dean of Academic Affairs, Valley City State College

RE: Phase II: Academic Master Plan

Enclosed please find the second part of the Academic Master Plan currently in operation at Valley City State College. This document is divided into two parts: the first part contains a statement of the mission of Valley City State College, and the second includes five-year projections of curriculum goals for each academic division on the campus. In addition, the second section of the document contains specific statements of responsibilities for monitoring, altering, and implementing the specific goals noted in the five-year projection charts and narratives. It should be noted that the plan for curriculum growth at the College contains little in the way of requests for new programs; nor does the plan reflect a significant change in institutional goals.

The purpose of this long range plan is to provide a predetermined course for the institution, which the faculty and administration are able to utilize in daily activities. Since the plan has been developed through the participation of the faculty, students, and administration, a common perception concerning the institution's mission has evolved. Copies of the plan are available on every desk that is involved with academic affairs. The plan is a current document utilized in academic management decisions such as the hiring of new or replacement faculty, the structuring of courses of study in specific degree programs, and the writing and planning of outlines and catalog descriptions for specific courses. In addition, the long range planning document assists the institution in the specific ways listed below:

1. The Academic Master Plan provides a basis for management decisions which involve projections into the future.
2. The Academic Master Plan makes it possible to make specific assignments to organizational units and individuals in the academic and support areas.
3. The Academic Master Plan facilitates evaluations which are objective in terms and which are simultaneous with implementation.
4. The Academic Master Plan provides a commonality of understanding about the mission and goals of the institution and the strategies to implement them.
5. The Academic Master Plan assists in directing the energies of those involved in curriculum work away from non-essential towards essential activities.
6. The Academic Master Plan encourages a better allocation and utilization of institutional resources.

7. The Academic Master Plan assists in generating funds by strengthening the institutional profile in the eyes of granting agencies, both governmental and corporate.

8. The Academic Master Plan has encouraged division chairpersons to place divisional interests in a position subordinate to institutional goals. The result has been an encouraging demonstration of teamwork.

V.C.S.C.

COMMITTEES INVOLVED IN PLANNING PHASE II OF THE ACADEMIC MASTER PLAN

Long Range Planning Committee

1. Dr. Samuel Rankin, Chairperson
2. Dr. David Nelson
3. Dr. Donald Welsh
4. Dr. Larry Grooters
5. Mr. Roger Rand
6. Mr. R. Q. Johnson
7. Dr. David Ainsworth
8. Miss Anne Haugaard
9. Dr. Donald Mugan
10. Dr. John F. Keller
11. Dean Nathan Crosby
12. Dean Harry Salisbury
13. Mrs. Lillian Jacobson
14. Miss Kathy Bjornson, Stud. Rep.

Curriculum Committee

1. Dr. L. M. Gunsch, Chp.
2. Dr. David Nelson
3. Mr. R. Q. Johnson
4. Dr. David Ainsworth
5. Dr. Samuel Rankin
6. Dr. John F. Keller
7. Dr. Larry Grooters
8. Mrs. Mary Lenaburg
9. Lucille Challey, Stud. Rep.
10. Bruce Peterson, Stud. Rep.

Academic Affairs Council

1. Dr. Samuel Rankin, Chp.
2. Dr. David Ainsworth
3. Mrs. Lillian Jacobson
4. Mr. R. Q. Johnson
5. Dr. John Keller
6. Dr. Donald Mugan
7. Dr. David Nelson
8. Dr. Donald Welsh
9. Dr. Larry Grooters

Executive Council

1. Dr. Larry Grooters, Pres.
2. Miss Anne Haugaard
3. Mr. Art Dafoe
4. Mr. Sid Bingaman
5. Mr. James O'Connell
6. Miss Gloria Peterson
7. Mr. Roger Ludwig
8. Dr. Donald Welsh
9. Dr. Ted DeVries

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I. Mission of Valley City State College.

A. General Purpose.

The primary purpose of the College, as specified by law, is "to prepare teachers for public schools in the science of education and the art of teaching." The College has in the past and continues in the present to recognize a broader responsibility to the general educational needs of the state and nation. Its philosophy is to direct students toward the attainment of knowledge, skills, appreciations, and attitudes which are designed:

1. to develop a broad, general education and a philosophy of life which includes an appreciation of moral values.
2. to provide a comprehensive liberal arts base requisite to the development of excellence in the collegiate academic program.
3. to provide a health, physical education, recreation, and athletic program to serve the needs of the total student body.
4. to prepare for an active and responsible role in community life.
5. to create a well-rounded personality and a sympathetic understanding of the problems of others.
6. to achieve the knowledge and skills for vocational and professional responsibilities to the maximum use of individual ability.

B. Specific Mission.

Valley City State College is dedicated to the service of the economic, intellectual and cultural life of the region in which it is located. In order to effect this involvement, three basic functions are performed:

1. Instruction.

   Instruction is the primary mission of the College. The instructional program has been developed to accomplish the following basic tasks:

   a. to provide a four-year degree curriculum which offers courses which prepare students for teaching and supervising careers in elementary, junior high, and senior high school fields and leads directly to a first-grade professional certificate and a bachelor of science degree.

   b. to provide opportunities for students to prepare for careers in professional education, business, commerce, industry and technology, and government service.

   c. to provide special programs designed to meet the needs of individuals with diverse educational backgrounds, interests, and qualifications, and to accommodate students such as older adults through the Bachelor of College Studies program--External Degree tract.

   d. to provide one and two-year Associate and Certificate programs which enable the student to enter a secretarial, clerical, or other support position in the business or professional world.

   e. to provide preparation for students who plan to transfer to professional colleges of other collegiate institutions or universities.

2. Research.

Research is a normal component of many instructional programs and processes and is necessary for the continuous self-renewal required for up-to-date instruction. Thus, research activities focus upon:

a. scholarship and departmental research directly related to instruction, and

b. applied and developmental research which is compatible with the instructional mission of the College and is designed to respond to the specific regional needs of the geographic environment surrounding the campus.

3. Service.

Service to the community is a normal outgrowth of many of Valley City State's instructional programs and of the special competencies of the faculty. The public service functions of the faculty and the College focus on activities which are commensurate with the instructional mission of the College and with the needs of individuals, groups and organizations located within the immediate region of Valley City.

In conducting these three basic functions, the

College attempts to pursue cooperative and consortia arrangements with other institutions and/or agencies when such arrangements are found to be desirable, financially feasible, and mutually beneficial.

II. Curriculum Developments, 1973-75.

During the 1973-75 biennium, the following modifications were implemented in the College's curriculum offerings:

A. Business.

1. Two-year Associate of Arts programs were developed in the fields of Medical Secretarial Training and Legal Secretarial Training.
2. An internship program in which business students earn credit for on-the-job training was initiated.
3. One-year certificate programs in Secretarial and Clerical Science have been added to existing programs in the skills area.
4. A Bachelor of Arts program in Executive Secretarial Training has been initiated as an alternate tract of the existing Bachelor of Arts in General Business.
5. The Associate of Arts degree in Accounting and General Business were added for students who are interested in immediate job entry in the areas of bookkeeping and general business positions.

B. Education.

1. The teacher preparation program was strengthened with the addition of Special Education courses designed to train the classroom teacher in the recognition and knowledge of the unique problems of the mentally handicapped student.

2. Associate of Arts programs were added to prepare students for occupations as Teacher Aides and Day Care Center Supervisors.
3. The teacher preparation program was strengthened with the addition of courses designed to prepare the student in the recognition, causes, diagnosis, and treatment of reading problems in todays elementary school classroom.
4. A reading laboratory will become operational during the winter quarter of 1975-76. This reading laboratory is designed to provide remedial or developmental assistance to students at the college level.

C. Humanities and Social Science.

1. In the Department of Language and Literature, a library Audio-Visual program was implemented in 1974. This program enables Valley graduates to obtain a Media-Specialist Credential from the North Dakota Department of Public Instruction.
2. The General Education requirements in the social sciences were liberalized to allow students the opportunity to elect courses from each discipline represented in the Social Science Department to complete the minimum 12 quarter hour requirement.

D. Health and Physical Education.

1. A minor in Drivers Education as well as minors in Coaching and Recreation were added to the curriculum in the 1973-75 biennium.
2. The area of women's physical education and athletics was one of the most rapidly expanding programs on campus during the 1973-75 biennium. Additional courses have been added to the women's physical education program as well as one additional teacher. The College now offers opportunities for women to prepare for health and physical education teaching careers as well as opportunities to participate in inter-collegiate competition in volleyball, basketball, softball, and gymnastics.

E. Mathematics, Science, and Technology.

1. Responding to a growing need for industrial arts teachers in North Dakota's elementary and secondary schools, the Industrial Education Department prepared during the 1973-75 biennium the necessary curricula to prepare teachers in the industrial arts field.
2. In the spring of 1974 the College requested and received approval for the Bachelor of Science in Medical Technology. The Medical Technology degree did not require additional course work. However, the degree called for students to complete the fourth year of their training at a medical facility staffed by a qualified Medical Technologist. The

degree has not been listed in the College Catalog. The College is now in the process of re-evaluating the Medical Technology degree. The degree will not be implemented until arrangements have been made with an appropriate hospital or medical facility for the internship portion of the program.

3. The General Studies program was expanded to provide students with an opportunity to prepare for careers in Commercial and Graphic Arts. This is a two-year Associate of Arts program.

III. Five-Year Projections: Curriculum Growth.

A. Division of Business: Five-Year Goals.

During the 1974-75 academic year, the following modifications were projected:

1. To add a one-year secretarial and a one-year clerical program leading toward a certificate of proficiency.
2. To add a four-year Bachelor of Arts Executive Secretarial program.
3. To add a third quarter of Business Law (Bus. 333) for four quarter hours of credit.
4. To add a course offering in the area of Corporation Finance or Business Finance (Bus. 460).
5. To change the amount of credit granted for Business Letter and Report Writing (Bus. 320) from two to four credit hours, and to change the amount of credit granted for Data Processing (Bus. 280) from two to four credit hours.

During the 1975-76 academic year, the following modifications are projected:

1. To add a Vocational Teacher Education Program to expand the composite major in Business Education and to provide a number of options for the students. The three courses to be added are: The History and Philosophy of Vocational Education (Bus. 431),

4 hours of credit; Office Coordinating Techniques (Bus. 432), 4 hours of credit; and Teaching Cooperative Office Education (Bus. 433) 4 hours of credit.

2. To further implement the Business Internship Program--to have a 16 quarter hour offering and an 8 quarter hour offering.
3. To provide options for the four-year B.A. in General Business to include: higher-level Accounting courses (12 hours of Intermediate Accounting or 12 hours selected from Cost Accounting (Bus. 361, 362); Managerial Accounting (Bus. 230); and Governmental Accounting (Bus. 390); Finance courses (12 quarter hours from Personal Finance (Bus. 375); Public Finance (Econ. 490); and Corporation Finance (Bus. 460); Management courses (12 quarter hours from Organization and Management (Bus. 330); Personnel Management and Labor Relations (Bus. 425); and Organization Behavior (Bus. 430).
4. To place more emphasis on courses offered in the area of computers, computer programming, and computer languages (FORTRAN and COBOL).

During the 1976-77 academic year, the following modifications are projected:

1. To add courses in the business curricula in the

fields of management, marketing, finance, and business economics.

2. To expand the two-year secretarial programs to include areas of specialization in Technical Secretarial Training and Educational Secretarial Training.

During the 1977-78 academic year, the following modifications are projected:

1. To expand the offerings in the secretarial and clerical office procedures courses from one four-quarter hour offering to two or three four-quarter offerings making them sequential courses to provide for simulated office, model office, and laboratory situations. This will help to prepare the students for the C.P.S. examination.
2. To provide for more flexibility in the course offerings by having more electives and fewer required courses in the various programs.

During the 1978-79 academic year, the following modifications are projected:

1. To further expand the accounting offerings by adding two or three quarters of advanced accounting and to provide for additional courses in the area of auditing. This will help the students prepare for the C.P.A. examination.

2. To add additional courses in the area of investments and real estate to the list of business administration offerings.

In addition to the above specific projections, the Division of Business desires to implement its offerings in the areas of (1) Community Education Courses in typewriting, shorthand, office machines, accouting, income tax, and others; (2) seminars for secretaries employed in the community and surrounding areas; (3) seminars for high school seniors interested in business offerings at VCSC; (4) seminars similar to "Business for Profit" sponsored in conjunction with the S.B.A. and the Continuing Education Division of U.N.D.; (5) workshops for teachers in the area of Century 21 Shorthand in conjunction with the South-Western Publishing Company. This would be to invite various employed business teachers to the campus and expose them to this new shorthand system.

During this five-year projection period, the Division of Business wishes to adjust curricula to provide for more electives and fewer required courses in the various majors and minors and two-year programs.

To accomplish the divisional goals, the credentials of each member of the Division will be subject to careful evaluation by the division chairperson, the Dean of Academic Affairs, and the President of the College. Any additional staff members must be carefully screened for credentials which support the academic goals of the Division and provide the flexibility for expansion in the areas outlined on the projection chart. Nontenured faculty will be carefully assessed each year in light of the skills needed for the implementation of the program goals established for the Division in this plan.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Business

Department

1974-75	1975-76	1976-77	1977-78	1978-79
1-yr. Secretarial Prog. 1-yr. Clerical Program Certificate	Add: Vocational Teacher Ed. Program--Expand the Composite Major Add new courses: History and Phil. of Vocational Education Coordinating Techniques Methods in Vocational Education Vocational Funding	Add courses in the Business Administration area: Marketing Finance Management	Expand our Secretarial and Clerical Procedures Courses--2 or 3 quarters of each	Add: Advanced Accounting 2 or 3 quarters Additional Auditing
4-yr. Executive Secretarial Program	Development of the Business Internships 16 hours	Expand the 2-year Secretarial Programs: Technical Secretary Educational Secretary		
Add: Third Quarter Business Law Business 333	With new catalog Switch to Core Curriculum Expand the B/A in Business with specialty fields in: Accounting Finance Marketing Management			
Add: Business Finance or Corporation Finance in course listings	More emphasis on Computer Programming			
Change Letter and Report Writing and Data Processing to 4-hour courses				

Development of Community Education Courses: Typewriting, Shorthand, Accounting, Income Tax, Others.
Development of Seminars for Secretaries employed in the Community.
Develop Seminars in the area of Business similar to "Business for Profit: in conjunction with SBA, Continuing Ed., others.

B. Division of Education and Psychology: Five-Year Goals.

The Division of Education and Psychology has identified a need to revise the Elementary Education major. This revision was designed to:

1. shift emphasis from teaching inputs to learning outcomes,
2. insure articulation of the various components of the major and the supporting areas, and
3. provide a process that enables the Division to become more accountable to students, governing bodies, and taxpayers.

During this five-year period, this program revision will be planned, implemented, and re-evaluated according to the time line projected in the Academic Division Projection Chart. The following steps have been taken to accomplish these revised goals:

1. Development of a model that delineates the general areas needed for proficiency in teaching.
2. Development of objectives for each component of the program that are based on student performance.
3. Display of one and two above in a format that ensures adequate performance in knowledge and skill areas as delineated by the model and competence both in specific skills and in the total process of teaching.

Along with this curricular revision of the elementary major, the development of supporting sequences and programs leading to certification in specific areas and two Associate of Arts degree programs will receive top priority. Approval has been granted for each of these areas, but all are in need of full implementation; and in some cases, changing requirements have caused need for change of the original program design. These include:

1. Special Education Sequence.

   This area was originally designed to lead to a basic certification in special education. The requirements for this certificate have since been revised by the State Department of Public Instruction to include several graduate level courses. There is a shortage of teachers certified in special education locally and nationwide. A student who completes the courses that make up the sequence in Special Education can complete the requirements for the basic certificate in one session at another institution that has the necessary graduate level programs. Further, there is a strong demand in North Dakota for basic skills teachers. This Special Education sequence more than qualifies one as a basic skills teacher. There are two routes that a student may elect to become qualified in this area--either a 12-hour or a 24-hour area of concentration, which will be applied towards the students minor area requirements.

2. Remedial Reading Sequence.

   There continues to be an excellent demand for teachers that are certified in remedial reading. The sequence that has been developed provides the course work necessary for this certificate. Currently, the Practicum in Remedial Reading is offered only during the summer session. This restriction forces students to attend a summer session. A faculty member with reading credentials is needed to fully implement this sequence. In a related area there is a need for remedial reading services to be offered to Valley City State College students that are deficient in reading and in study skills. Our projection includes the development of a Remedial Reading laboratory that will provide services for:

   a. students in reading methods courses.
   b. students in Remedial Reading instruction.
   c. college level students who are remedial readers.

3. Early Childhood Education Minor.

   The Early Childhood Education sequence was designed to meet the needs of those elementary majors interested in working in a variety of programs dealing with the preschool child. There is a growing demand for this competence in neighboring states, and there is a need for such programs in North Dakota. Planning for the implementation of the Early Childhood minor will be completed in the fall of 1975. A new faculty member with credentials in Early Childhood Education will be hired prior to December, 1975.

4. Associate of Arts Teacher Aid.

   This sequence is designed to provide the skills needed to perform effectively as a teacher aid. There is a demand for teacher aids in some schools in North Dakota and in neighboring states. An internship must be arranged for this program in order to effect full implementation.

5. Associate of Arts Child Care.

   This program has been developed anticipating the growth of a job market in North Dakota. At this time there seems to be little demand for day care workers in the state. This program will be recommended for deletion in the fall of 1975.

To accomplish the divisional goals, the credentials of each member of the Division will be subject to careful evaluation by the division chairperson, the Dean of Academic Affairs, and the President of the College. Any additional staff members must be carefully screened for credentials which support the academic goals of the Division and provide the flexibility for expansion in the areas outlined on the projection chart. Nontenured faculty will be carefully assessed each year in light of the skills needed for the implementation of the program goals established for the Division in this plan.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Education and Psychology

Department ____________________

1974-75	1975-76	1976-77	1977-78	1978-79
	Develop Performance Oriented Teacher Education			
Plan P.O.T.E. Presentation Competency Area	Implement P.O.T.E. Presentation Competency Area Plan P.O.T.E. Professional Decision Making Competency Area	Implement P.O.T.E. Professional Decision Making Competency Area Plan P.O.T.E. Experience Areas	Implement P.O.T.E. Experience Areas Review and Revise Presentation Competency Area	Review and Revise Professional Decision Making Competency Area
	Develop Early Childhood Education			
Complete Planning For Early Childhood Education Minor	Implement Early Childhood Education Minor		Develop Kindergarten Education	Implement Kindergarten Education
	Develop Special Education Sequence			
Complete Planning For Special Education Sequence	Full Implementation of Special Education Sequence	Develop Remedial Reading for College Students	Implement Remedial Reading for College Students	Extend Diag. Reading Service to Public Schools
	Coordinate Methods Taught in All Areas			
Plan Remedial Reading Certification	Full Implementation of Remedial Reading Certification	Develop Reading Laboratory	Implement Reading Laboratory	

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Education and Psychology continue

Department ____________________

1974-75	1975-76	1976-77	1977-78	1978-79
	Develop Materials Center Special Education Grant			
Plan Materials Center-Spec. Educ. Math	Implement Materials Center-Spec. Educ. Math Plan Materials Center Social Studies	Implement Materials Center-Social Studies Plan Materials Center Language Arts	Implement Materials Center-Lang. Arts	
	Develop CEP classes 1. Parents and Schools 2. Family Communications	Develop Student Teaching Centers		
		Develop Demonstration Classroom, Early Childhood and Primary		

C. Division of Humanities and Social Science: Five-Year Goals.

On July 1, 1975, the Department of Social Science was removed from the Division of Natural Science and Social Science and combined with the Division of Language and Literature to form the new Division of Humanities and Social Science.

The major change planned in the Department of Social Science for the immediate future is the addition of a major in Earth and Environmental Science, which will be requested in the fall of 1975. This is planned as a cooperative effort between geography and science, with the goal of providing students with the opportunity to directly and intensively study a variety of environments and of providing experience and skill in developing and completing environmental studies. As presently envisioned, the major will employ mainly courses which are currently taught, but it will involve a request for new courses such as Land-Use Planning, Resource Management, Paleontology, and Field Study. Dr. T. Dwight Connor has the major responsibility in developing the program.

The Department will also consider the possibility of adding a Sociology Major in the fall of 1977. The minor was one of the few areas of growth in the institution immediately prior to the spring of 1974. At that time the Department lost its sociologist, and 1974-75 was a year of trying to service the needs of the general education and social science composite requirements with a part-time instructor. With the return of a full-time sociologist in the fall of 1975, the Department will have two years in which to expand the sociology schedule to see if there is a resultant increase in interest and numbers and to determine if there is serious demand for the major.

During 1975-76, the Division also plans to take a close look at the current requirements for General Education and the course requirements for majors and minors.

Before 1970, there was the rigid requirement of 16 hours of social science in General Education--Principles of Economics, Principles of Geography, United States to 1865, and United States Since 1865. In 1970 the requirement was changed to three courses (12 credits) from the following: Principles of Economics, Principles of Geography, United States in the Modern Age, Europe in the Modern Age, Introduction to Political Science, Principles of Sociology, and Anthropology. We believe that students regard this as a real improvement, but we feel that this is an area which merits continual examination.

At the same time, course requirements for majors and minors in the social sciences were made much more flexible, and we believe that this was beneficial to all concerned. The Department of Social Science will continue to examine these requirements and to suggest changes where they seem appropriate.

The General Education requirements in the Department of Language and Literature that will be under examination in 1975-76 will be the Freshman English sequence and the Humanities program. Any steps in modifying the Freshman English course expect to be completed by fall, 1976; the Humanities program will undergo any necessary changes before fall, 1977.

The Department of Language and Literature is now in the process of planning for a Communications major. As of fall, 1975, one new course in Group Discussion and Parliamentary Procedure was added to the curriculum; and when an anticipated retirement occurs, a new staff member with Communication skills will be sought as the replacement. Future plans are still tentative, but present staff, along with the Communications person, will further develop and/or modify this program, with the expectation that it will be completed by 1978.

During the coming year the Division wishes to explore the possibility of an interdisciplinary major of 88-96 hours in English and Social Science. An important part of the preliminary study will be to determine if there is need for such a combination as evidenced by the lists of vacancies reported during the summer of 1975. If the major seems justified, the Division will request it in the fall of 1976.

To accomplish the divisional goals, the credentials of each member of the Division will be subject to careful evaluation by the division chairperson, the Dean of Academic Affairs, and the President of the College. Any additional staff members must be carefully screened for credentials which support the academic goals of the Division and provide the flexibility for expansion in the areas outlined on the projection chart. Nontenured faculty will be carefully assessed each year in light of the skills needed for the implementation of the program goals established for the Division in this plan.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Humanities and Social Science

Department ______________________

1974-75	1975-76	1976-77	1977-78	1978-79
Plan Earth and Environmental Science Major	Implement Earth and Environmental Science Major	Plan English-Social Science Composite Major	Implement English-Social Science Composite Major	
Conduct Needs Assessment in Sociology	Conduct Needs Assessment for English-Social Science Composite Major	Plan Sociology Major	Implement Sociology Major	
Conduct Needs Assessment for English-Social Science Composite Major	Conduct Needs Assessment in Sociology			
	Conduct Study of Freshman English	Revise Freshman English Requirements Conduct Study of Humanities Requirements	Revise Humanities Requirements	

D. Division of Health and Physical Education: Five-Year Goals.

The Division of Health and Physical Education has determined a need for the development, revision, and implementation of certain programs over the next five years. These changes involve the following specific goals:

1. The satisfaction of State Department requirements for the preparation of teachers in Drivers Education programs will be studied. By 1978 the State of North Dakota will require a minor or its equivalent in order to be qualified to teach Drivers Education in North Dakota.
2. A study of the revisions necessary to comply with the regulations of equal rights and Title IX will be undertaken. In July of 1975 regulations became effective giving all individuals equal opportunity in all activities. In an effort to give women equal opportunity and to fulfill the requests for women physical educators and coaches at all levels of education, the major and minor in women's physical education will be revised to meet this need. There will also be an expansion of the women's Intramural Program (I.M.) and the addition of competitive gymnastics.
3. A program to provide North Dakota's public schools with qualified athletic trainers will be studied. At the present time there is a national concern in the area of

athletic injuries and the qualification of people caring for athletes who have been injured in a school sponsored contest. Additional concern carries over to the legal aspect of athletic injuries. During the 1975-76 school year, the Department of Health Education and Welfare is conducting a nationwide survey on athletic injuries. The results of the survey are likely to show that schools do not have qualified personnel handling students who are injured. At the present time only one percent of the schools in the nation have a qualified trainer.

4. The improvement of the program for meeting personal needs of the college student will be continually studied with a view towards providing new course work. The emphasis in the general education requirements for physical education activities continues to be in the area of developing skill for life time participation. At the present time there is interest in individual activities such as cross country, skiing, cycling, camping, fitness, hiking, and survival classes just to mention a few. The program will be revised from year to year to meet the needs of the students.
5. The minor in recreation will be studied, and a needs assessment survey will be conducted with a view

towards expanding the minor to a Major in Leisure Time Studies and Activities.

To accomplish the divisional goals, the credentials of each member of the Division will be subject to careful evaluation by the division chairperson, the Dean of Academic Affairs, and the President of the College. Any additional staff members must be carefully screened for credentials which support the academic goals of the Division and provide the flexibility for expansion in the areas outlined on the projection chart. Nontenured faculty will be carefully assessed each year in light of the skills needed for the implementation of the program goals established for the Division in this plan.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Health and Physical Education

Department ____________________

1974-75	1975-76	1976-77	1977-78	1978-79
Develop Drivers Education Minor Add course work for minor in Drivers Ed.	Implement Drivers Education Minor	Expansion of teaching aids, instructional material to include programmed learning and decision making	Expansion of Drivers Ed. electives to include simulators	Review and Revise presentation of Drivers Education materials Expansion of Drivers Education program to include driving range
Revision of Physical Education Major and Minor for women	Implement Title IX regulations Adjust women's athletic and I.M. programs to meet needs of students Implement women's gymnastics program	Review Title IX regulations and make necessary adjustments in physical education program Develop competitive gymnastics	Review athletic competition program and I.M. program and adjust to meet needs of the students	
Revision of Health Education Minor		Develop special classes relating to current Health Education problems	Implement special classes for Health Education	Revise the physiology of exercise to coordinate with Health, Physical Education activities classes and leisure time studies
Coordinate Physical Education activity classes to emphasize life time skills	Develop classes for outdoor winter activities	Implement classes for outdoor winter activities	Develop classes for summer activities	Implement classes for summer activities Coordinate physical education activities for life time skills with leisure time study Coordinate leisure time studies with physical education activities and life time skills

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Health and Physical Education continued

Department

1974-75	1975-76	1976-77	1977-78	1978-79
Conduct a needs assessment for a Major in Leisure Time Activities (Recreation)			Revise minor in recreation to a major in leisure time studies Add course work in leisure time activities	Implement the major in leisure time studies
Conduct needs assessment for athletic training program		Develop athletic training and injuries minor to comply with national regulations established by H.E.W.	Addition of classes required to comply with regulations for qualified athletic training	Implement athletic training and injuries minor

E. Division of Fine Arts: Five-Year Goals.

1. Department of Music.

During the 1974-75 academic year, the following projects were undertaken:

a. Planning for the presentation of clinics and workshops in specific areas of music education.

b. The planning of summer workshops for 1976 in instrumental and vocal music.

c. The development of community education courses in piano, voice, and guitar.

d. A study of the Composite Major and Vocal and Instrumental Music Majors with a view towards reducing the number of specified courses required in each program.

During the 1975-76 academic year, the following projects have been identified:

a. The preparation of programs to commemorate the National Bicentennial Celebration.

b. Improvements and revision in the format of the mid-winter Jazz Festival.

c. The planning of a program designed to provide greater "exposure" for college vocal and instrumental groups, including the Jazz Band, the Concert Orchestra, and the College Singers.

d. The implementation of program changes in the composite major to provide more elective course work and fewer specified credit hours.

e. The Department will conduct a needs assessment to determine interest in a Bachelor of Arts in Piano Pedagogy.

During the 1976-77 academic year, the following projects are identified:

a. The examination of course work for the Bachelor of Arts degree in Piano Pedagogy.

b. The development of the curriculum necessary to offer a Bachelor of Arts in Piano Pedagogy.

c. A revision of degree requirements with a view towards providing students in Music Education with an opportunity to select electives in other disciplines.

During the 1977-78 academic year, the Department of Music projects the following activities:

a. An examination of the possibility of adding a String Program to the Department's curriculum.

b. The Department will conduct a study of music departments in the public schools of North Dakota to determine the existence of a positive need for teachers trained specifically in string instruments.

During the 1978-79 academic year, the Music Department currently projects the following activities: A thorough examination of "new directions in music education" with a view towards the improvement of collegiate standards in the quality of music teaching. As a part of the nationally recognized "new directions in music education" program, new and innovative teaching concepts will be studied.

To accomplish the divisional goals, the credentials of each member of the Division will be subject to careful evaluation by the division chairperson, the Dean of Academic Affairs, and the President of the College. Any additional staff members must be carefully screened for credentials which support the academic goals of the Division and provide the flexibility for expansion in the areas outlined on the projection chart. Non-tenured faculty will be carefully assessed each year in light of the skills needed for the implementation of the program goals established for the Division in this plan.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Division of Fine Arts

Department Music

1974-75	1975-76	1976-77	1977-78	1978-79
Development of Summer Workshops in: 1. Instrumental Music a. Brass Clinics b. Woodwind Clincis c. Percussion Clinics 2. Choral Music 3. Basic Skills in Music for Elementary Teachers 4. Creativity in Elementary Music Educ.	Prepare Departmental programs which will contribute to the National Bicentennial Celebration	Development of a B.A. degree in Piano Pedagogy: 1. Examination of course work that would apply to degree requirements 2. Discussion of possible course additions necessary to complete degree	Examine the possibility of adding a String Program to our present curriculum. This would depend upon the results of a thorough study of the "string departments" in the public schools of North Dakota...their strengths or weaknesses...and their needs for development of this area of Music Education	Curricular examination of "New Directions in Music Education": 1. Improve college standards and quality in music teaching 2. New teaching concepts
Development of Community Education courses in: 1. Class Piano 2. Basic Voice 3. Class Guitar	Music Department will undertake a critical evaluation of all existing programs and degrees	A possible revision of degree requirements to create an opportunity for students in Music to select electives in other areas, thereby enriching their academic experiences		
	Revise the format of the mid-winter Jazz Festival			

2. Department of Art.

   a. As part of the Art Department's long range planning, a needs assessment will be conducted to determine the possibility of implementing an interdisciplinary composite major. The areas included would be the Art and Industrial Education Departments. The rationale behind such a program is to provide more of a total experience for the students participating. With the society continuing to move in the direction of the technical and the innovative, the importance of an experience inclusive of both areas is intensified. The Industrial Education Department would be responsible to provide the pertinent technical skills for students in the Art program, and the Art Department would provide experiences that would attempt to develop the creative potential of students in the Industrial Education program.

   b. Since the Art Department is aware of the value of a strong college-community relationship, an effort will be made to perpetuate community involvement in the visual arts. Extensive activities such as workshops, evening courses, a visiting artist program, demonstrations, and exhibits will be made available to the people of the community to intensify their involvement.

c. The Art Department plans to develop cooperative arrangements between the College and the public schools. The role in the community would be to assist in the coordination of the arts in the area school system. The need for art in the elementary schools is basic to the complete educational development of elementary age students.

d. Specialization.

The Art Department plans to develop areas of specialization in specific selected medias. An example of a selected media of specialization would be ceramics. Students' interest, personal expertise, and current equipment will provide a firm base for development. The curriculum will be studied with a view towards revisions which would provide the student with experiences which involve the aesthetics of this area. Curriculum revisions in selected media specializations would not be at the expense of the basic art curriculum. Minor changes and additions to the current curriculum will allow students to explore art to a greater depth.

e. The Art Department's visual aid program is in need of extensive updating, especially within the areas of slides, tapes, film strips, mounted material and audiovisual equipment. There is a constant need for maintenance and new acquisitions to keep pace with contemporary events. An attempt will be made to provide for cooperative acquisitions between the library and Art Department.

f. The Art Department has a collection of original art work that has been collected over a period of many years. During the 1975-76 academic year, Title III funds have been awarded to provide mats, protective coverings, frames, and hangers for the collection. When the pieces are in exhibital condition, the show will be available to other colleges and galleries as an exhibit representing Valley City State College.

g. A study will be conducted to determine the advisability and feasibility of modifying the B.S. in Elementary Education to include an art methods course.

To accomplish the divisional goals, the credentials of each member of the Division will be subject to careful evaluation by the division chairperson, the Dean of Academic Affairs, and the President of the College. Any additional staff members must be carefully screened for credentials which support the academic goals of the Division and provide the flexibility for expansion in the areas outlined on the projection chart. Nontenured faculty will be carefully assessed each year in light of the skills needed for the implementation of the program goals established for the Division in this plan.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Fine Arts

Department Art

1974-75	1975-76	1976-77	1977-78	1978-79
Conduct a needs assessment survey for an interdisciplinary composite major in Art and Industrial Arts			Decision Time: Composite Major--Art and Industrial Arts	
Continued development of Community Relations Activities				
Develop Areas of Specialization				
Renovation of Art Department's Collection				
Conduct a Study of Art Methods for the Elementary Teacher in cooperation with the Education Division				

F. The Division of Mathematics, Science, and Technology: Five-Year Goals.

The Division of Mathematics, Science, and Technology was formed during the 1974-75 academic year as a part of the College's academic reorganization plan. The Division consists of the Departments of Mathematics, Science, and Industrial Arts. The Department of Social Science was removed from the Division of Natural and Social Sciences and added to the Department of Language and Literature to form the Division of Humanities and Social Science. The remaining Departments of Science and Mathematics were combined with Industrial Arts to create the Division of Mathematics, Science, and Technology.

The Science and Mathematics Departments plan to maintain viable programs that will: prepare teachers of elementary and secondary science and mathematics, satisfy the general education requirements for science and mathematics, meet the needs of the pre-professional student and satisfy the requirements in science and mathematics of the liberal arts and/or nonteaching degree student. These programs will be continually reviewed and evaluated so that necessary changes in content and methods can be implemented to better meet the current needs of our students.

One endeavor to meet the needs of our students is the planned cooperation of science and geography in expanding the minor in Earth and Environmental Science to a major.

This program is designed with two major objectives:

1. It will qualify junior and senior high school teachers.
2. It will prepare people for jobs outside education--planning agencies, water commission work and other private and governmental jobs.

A primary thrust of the program would involve interdisciplinary field experience which would concentrate on all areas of the environment including plant and animal life, air and water quality, soils, geology and the like. A nearby area would be selected for extensive analysis and study. Activities would include collecting samples and specimens for laboratory work on the campus as well as the field work.

There are other things to be accomplished in addition to the customary goal of competency in the course work. One such thing is to be able to organize a study and see it through to completion as a written report. This will be particularly valuable for people opting for jobs outside education. A second goal is to instill the confidence and ability necessary to organize and conduct successful field trips for students of any age, business people and other groups.

At the present time students taking General Biology 211, 212, 213 may apply up to six hours of this credit on a major or minor in biology with the consent of the department.

Consideration is being given toward allowing the entire 12 hours credit from the introductory sequence to count toward the major or minor. Biology 221, 222 (Zoology) would be restructured to eliminate any duplication of content between these courses and Biology 211, 212, 213.

Integrated Science plans to offer a course in Physics that will serve the needs of mathematics, science, and pre-professional students. The course will be calculus-based and may include some nuclear physics. This course would replace the present Physics 410, 420, 430. The first year Physics course would remain essentially the same as it is. Physics is necessary for many of our students who transfer and a great aid in the successful placement of our science and mathematics graduates.

Integrated Science plans a gradual transition changing the present Physical Science 111 and 112 to laboratory courses. There is thought toward establishing open labs in these courses late in the five year period. There is interest in offering an additional photography course in color slides next year. Integrated Science also plans to enlarge its Astronomy and Planetarium offerings to a minor over the next several years if a demand develops in the public school system.

Modifications contemplated in the Department of Mathematics include:

1. A new course in Metrication (1975-76) designed to

prepare our students (especially prospective elementary and secondary teachers) to meet the challenge of the metric system of measurement. The course will be offered on campus and as an extension course.

2. Extension of our computer science program to include applications of the computer to areas in mathematics and business (1976-77).
3. Extension of our computer science program to reach the high schools in our area (1976-77).
4. A course or sequence of courses in mathematics for students in business, social science, and economics (1976-77).

The most significant improvement in Industrial Education during 1974-75 and 1975-76 involves the development and implementation of a composite teaching major and a nonteaching option.

The implementation of the composite major is supported by three factors: First of all, since industrial education is so broad, it is not possible to provide sufficient competency with the 66 hour program whereby a graduate could teach full time in any of the areas as is now demanded by large school systems. Secondly, there is a demand by professional organizations to allow teaching in the major area only. This demand is specifically outlined by the Master

Plan Committee (1975), a group representing the teachers of the state in cooperation with the State Board for Vocational Education and the Department of Public Instruction. Thirdly, informal surveys conducted within the department during the past three years have indicated a great demand for this option.

The implementation of the nonteaching option is supported by local student demand and documented research indicating a need for broadly trained four year graduates capable of filling mid-management positions in industry. This is in turn supported by the existence of similar programs at most major departments throughout the country including the University of North Dakota.

A nonteaching minor in industrial education is supported by a demand for more options available to the increasing numbers of students now enrolling in nonteaching programs in the various disciplines.

Internal course and program changes are being made to provide students with the background to teach successfully in the areas demanded by the State Master Plan.

Other changes include the development of a holographic recording facility to support future growth in the area of graphic communications. Also, an amateur radio facility is being developed to provide students with opportunity to pursue an avocation while advancing their qualifications in the area of electricity-electronics.

The department will also be working in cooperation with the Division of Business to implement professional vocational education courses. These courses will permit students with work experience to obtain vocational certification in trades and industry or office education.

A goal of the 1976-77 school year will be the upgrading of the recently converted maintenance building to provide more opportunities in energy and power. Emphasis on equipment purchases will be in this area.

An attempt will be made to research and upgrade the industrial internship work experience to maximize its value. Efforts will be in cooperation with the coordinator of intership activities.

Efforts will be made to integrate external studies degree opportunities with regular curricular offerings. Community education opportunities will also be expanded.

The career education concept is gaining wide acceptance as the means of preparing an individual for an occupation in the broadest sense of the word. This process begins in the first grade and continues through life. Industrial arts, by dealing with a large number of occupations, fills a vital need in the career education concept, grades 1-12.

Until recently, industrial arts in the elementary grades was not found in most of the nation's elementary schools. A revision of the current 12-hour offering in elementary education will insure that those involved will be prepared to deal with this new role.

During the 1977-79 time period, the Department of Industrial Education will focus curriculum growth in the area of Graphics. There is a trend in graphic communications toward expansion based upon a number of significant items: (1) There is a great deal of student interest, (2) The graphics industry ranks third in the world as an employing industry, (3) There are positions available in both industry and teaching, and (4) The state master plan for Industrial Arts identifies graphic communications technology as one of the four major Clusters. A study will be conducted to determine whether or not a need exists for an advanced graphic communications course in 1977-78 which will include advanced layout technique, press operation, color printing and binding techniques.

A needs assessment survey will be conducted in 1977-78 to determine whether or not there is a demand for a four-year program in printing management during 1979-80. The printing management program will be designed to prepare a student for mid-management positions in the printing industry. This program would include, in addition to the technical courses, the necessary related business course work to fulfill the degree requirement. During the 1978-79 year, if expected growth in the department occurs, we would add support courses for the new program to be initiated the following year.

To accomplish the divisional goals, the credentials of each member of the Division will be subject to careful evaluation by the division chairperson, the Dean of Academic Affairs, and the President of the College. Any additional staff members must be carefully screened for credentials which support the academic goals of the Division and provide the flexibility for expansion in the areas outlined on the projection chart. Nontenured faculty will be carefully assessed each year in light of the skills needed for the implementation of the program goals established for the Division in this plan.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Mathematics, Science, & Technology

Department Mathematics

<table>
<tr><th>1974-75</th><th>1975-76</th><th>1976-77</th><th>1977-78</th><th>1978-79</th></tr>
<tr><td rowspan="3">Implementation of COBOL and FORTRAN courses</td><td rowspan="3">A new course in metrication. Offered on campus and as an extension course</td><td colspan="3">Extension of the computer science program to include applications of the computer to applied problems in mathematics and business, including a course offered jointly with the business education division using COBOL in an applied problem</td></tr>
<tr><td colspan="3">Extension of the computer science program to the high schools in our area</td></tr>
<tr><td colspan="3">A course or a sequence of courses for students in business, social science and economics</td></tr>
</table>

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Math, Science, and Technology

Department Science

1974-75	1975-76	1976-77	1977-78	1978-79
Establish a major in Earth and Environmental Science. This would be an expansion of our current minor and be a cooperative effort primarily between geography and science.	Begin to offer Physical Chemistry on an alternate basis.			
Course Changes: Biology 211, 212, 213 will count toward the major or minor. The content of Biology 221, 222 (Zoology) will be altered accordingly.				
	Plan to offer an introductory Physics every year and a second physics course on alternate years opposite Physical Chemistry.	Move toward lab oriented course for Physical Science 111 utilizing Room 116.	Move toward lab oriented course for Physical Science 112 using existing Chemistry labs.	Install revolving carrells between Rooms 309 and 310 for open labs in Physical Science 112.
		Consider enlarging Astronomy and Planetarium offerings to a minor over this period of years if demand develops in the public school system.		

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Math, Science, and Technology

Department Industrial Education

1974-75	1975-76	1976-77	1977-78	1978-79
Course requirement change for major. Course title changes. Course requirement changes for Commercial Graphic Arts program, composite major. Industrial Arts major (nonteaching). Industrial Arts minor (nonteaching).	Program changes to reflect State Master Plan. Establish student amateur radio club and facilities. Develop holography facility.	Review and Revise Elementary Industrial Education offerings. Integrate external studies degree opportunities into curricular offerings. Develop new facility, new equipment, and expanded opportunities in the energy-power area.	Introduce a course in advanced graphic communicators. Additional courses to support new program.	Four-year program in in printing management.
	Develop internship program.			

G. The Allen Memorial Library.

The materials collection (book and non-book materials) is to be evaluated for size, recency, variety, and appropriateness with professional library staff and teaching faculty members from specific academic disciplines involved. Following the evaluation, a thorough weeding, inventory, and updating of designated parts of the collection is to be accomplished over a four-year period with a portion of the book budget being allocated to the project.

In compliance with the acquisitions policy prepared by the Long Range Planning Committee of the North Dakota Library Association Academic section, Allen Memorial Library will add to its collection more indexes, bibliographies, etc. useful in locating and verifying sources of information; the actual materials then, if need be, can be borrowed on interlibrary loan. Allen Memorial Library, again in compliance with the policy, will cease to bind periodicals but instead will purchase volumes on microfiche. Some portable readers and a reader-printer will be needed to facilitate use of back files of periodicals. (All issues will be retained in the original format for a minimum of five years and then offered as exchange items.)

The East Basement area, which serves as the space for storage and in which to do book repair and display work, should be improved with lighting, painted walls, new flooring, ventilation system, and a partition to close off the mechanical equipment. The roof of the building, although having been repaired almost every summer for several years, should be replaced and the necessary repairs and redecorating work done. The ventilating system needs to be improved, since certain areas such as the stacks now are extremely warm and poorly ventilated during several months of the year.

In planning the next biennial budget and revising long range plans, the library staff hopes to secure the advice of a library consultant (possibly someone from the library staff at one of the university libraries) to gain possible new perspectives concerning the role of Allen Memorial Library on the campus of Valley City State College and in the statewide academic library system.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division The Allen Memorial Library

Department ____________

1974-75	1975-76	1976-77	1977-78	1978-79
		Materials		
Evaluate materials collection.	Weed, inventory, and purchase replacements--book and non-book materials--500's and 600's; 300's and 400's; 000's, 100's, and 200's; and 700's, 800's, and 900's.			
Purchase selected additional indexes and bibliographies.		Purchase selected titles of 1973 and 1974 magazines on microfiche.	Purchase 1975 and 1976 magazines on microfiche.	Purchase 1977 and 1978 magazines on microfiche. Purchase 1979 magazines on microfiche.
		Facilities		
	Have East Basement area improved.		Have building re-roofed and necessary redecorating done. Have ventilation system improved.	
		Equipment		
		Purchase portable microfiche readers.	Purchase microfiche reader-printer.	
		Other		
		Obtain the services of a library consultant to assist in long range planning.		

H. Library Science Program Long-Range Plans.

Since the Library Science Program was studied and revised just prior to publication of the 1974-76 Valley City State College *Bulletin*, no change is planned for implementation until the fall of 1978. However, during the year 1976-77, a careful study will be made of the present offerings, considering current trends in the field, recommendations from American Library Association Library Education Division, and on a survey made of recent graduates' evaluations of the program. Based on conclusions reached as a result of the study, appropriate changes will be made in the curriculum for implementation in the fall of 1978.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Humanities & Social Science

Department Library Science

1974-75	1975-76	1976-77	1977-78	1978-79
No course changes planned; however, advisors will be contacted to encourage more students to choose specific Library Science courses (e.g. Reference and Research) as electives.	Contacts will also be made with instructors of methods classes in each discipline to arrange for the teaching of a unit covering specific research materials and skills.	No course changes planned, but consideration will be given to offering one regular course per quarter in evenings and/or a special community education course. A review of offerings will be made, based on current trends and on graduates' evaluations of the program.	Appropriate changes in course offerings will be planned based on the review made in the previous year. No change is planned in total number of credit hours in the program.	Implementation of course changes as planned in 1977-78. A review of all offerings with special attention to any changes implemented in 1978-79.

I. The Faculty Materials Center.

The Faculty Materials Center has experienced a great deal of growth during the past two years. The staff available to assist faculty in the production and reproduction of graphic and audiovisual materials now includes a part-time director, full-time coordinator, half-time photographer, student assistants, and work study personnel.

Recently developed special facilities include: a complete semiautomated quick copy center, a complete graphic arts and printing facility, a photographic production facility, and a sound proof audio recording facility.

The services provided by the F.M.C. staff fall into three main categories: A.V. equipment loan, A.V. software production, and printing-duplicating. The A.V. equipment loan service is designed to provide standard A.V. equipment to faculty in overflow situations. The remainder of the standard A.V. equipment in the institution is decentralized throughout the academic divisions for maximum availability and usage as the accompanying chart will document. The F.M.C. does, however, provide special A.V. equipment not needed on a daily basis within the academic divisions. The F.M.C. software production services include: slide production, slide-tape production, slide duplication, thermal and diazo transparency production, audio tape production, sound mixing, cassette and reel-to-reel duplicating, dry mounting, laminating, and photography. The F.M.C. printing-duplicating service includes: spirit duplicating, relief printing, quick copy paper plate offset duplicating, process camera metal plate offset duplicating, collating, and binding.

Miscellaneous services include: mag card automatic typing, assistance in locating film and materials from suppliers, and basic A.V. equipment parts and repair.

Future plans include the addition of more film rental services and the development of a video tape production facility. Currently the staff is involved in basic media research utilizing three dimensional laser photography as a medium of instruction.

LONG RANGE PLANNING COMMITTEE

ACADEMIC DIVISION PROJECTION CHART

Division Faculty Materials Center

Department

1974-75	1975-76	1976-77	1977-78	1978-79
Development of semi-automated quick copy service.	Implement semiautomated quick copy service.	Needs assessment and development of video recording facility.		
Implement graphic arts and printing lab.	Audio Recording facility open for service.			
Develop Audio Recording facility .	Photographic production facility open for service.	Needs assessment and development of three dimensional laser photography.		
Develop photographic production facility.	Plan film rental service.	Implement film rental service.		

IV. Responsibility Statements.

The following statements outline the responsibilities for monitoring, altering, and implementing the specific goals noted in the five-year projection charts and narratives. Unless otherwise stated, the specific responsibilities are directly related to the designations of administrative responsibilities included in the College's Manual. Unless otherwise noted, the statements of responsibility constitute regular and routine assignments which involve the completion of tasks at least once a year.

A. Dean of Academic Affairs.

1. Instructional Program Goals.
    - a. Develop competency-based criteria for the evaluation of all majors and minors during 1975-77.
    - b. Maintain the present number of credit hours taught. Addition of courses should be accompanied by the deletion of nonessential courses. Achieve during 1975-76 a net reduction in the total number of credit hours taught.
    - c. Maintain the present number of degree offerings. During 1975-76, revise the degree structure to reflect a consistency in the definitions of the Bachelor of Arts and Bachelor of Science.

   d. Encourage the greater use of the Faculty Materials Center and the media technology available on campus.
   e. During 1976-77 and 1977-78, compare our curricula for each major with those of major institutions of comparable size located outside the boundaries of North Dakota.
2. Faculty Goals.
   a. Maintain the present level of faculty throughout 1976-77.
   b. Fill faculty vacancies in a manner that will consistently improve the ratio of doctorates to masters degrees.
   c. Encourage faculty members to upgrade in those areas which have been determined as priorities in each division's long range plan.
   d. During the 1975-76 academic year, implement a Faculty Development Plan which utilizes written growth plans.

3. Media Goals (Library).
   a. Review with the college librarian annually the adequacy of library holdings for academic majors and minors.
   b. With the advice of the college librarian and the Academic Affairs Council, allocate resources to those areas in which inadequacies are most prominent or in which growth is anticipated.
   c. With the college librarian, review the utilization of the library with a view towards continued improvement.
   d. Review annually with the college librarian the audio and video collections.
4. Admissions and Counseling Goals of Academic Affairs.
   a. During the 1975-76 academic year, develop and implement a career education counseling center in cooperation with the offices of Admissions and Records and Student Services.
   b. Encourage faculty participation in admissions (recruitment) activities.
   c. Encourage faculty participation in efforts to improve the retention of students.
5. Student Academic Progression Goals.
   a. Review with the appropriate division chairperson academic majors and minors where the

percent of students who have declared themselves majors and minors has declined.

b. With the appropriate division chairperson, evaluate student selection of majors and minors to determine the causes for increases and decreases in the enrollment in specific majors and minors.

c. During 1975-76, evaluate the internal structure of each academic program to provide students with the optimum balance between required or specified courses and elective courses in each major and minor.

6. Budget Goals.

   a. Coordinate the preparation of divisional and departmental budgets to reflect expected outcomes.

   b. In cooperation with the office of the Dean of Administrative Affairs, monitor the expenditures annually to parallel planned activities.

7. Personnel Goals.

   a. Annually review the leadership qualities in divisional and departmental management.

   b. Preside over the evaluation of nontenured and tenured faculty members in accordance with established procedures at the College.

c. Direct the recruitment and selection of faculty to insure the selection of faculty with credentials necessary to implement the goals for curriculum modification.

8. Planning.

With the assistance of the College's Long Range Planning Committee, revise annually the College's Academic Master Plan.

9. Faculty Materials Center.

With the assistance of the Director of the Faculty Materials Center, evaluate and revise annually the goals for development of the F.M.C.

B. Division Chairpersons.

Division Chairpersons are directly responsible to the Dean of Academic Affairs for the implementation of the curriculum goals outlined in the Academic Master Plan in their respective areas. They are responsible for consulting the Academic Master Plan and including the priorities contained therein in the development of curriculum, supervision of instruction, student advising, class scheduling, and budget planning in the divisional areas.

Division Chairpersons are also involved in the employment, retention, and promotion of faculty in their areas. Division Chairpersons are responsible for integrating the goals contained in the Academic Master Plan into the search and selection process for new faculty. The Academic Master Plan should also be consulted during the process of faculty evaluations, promotions, and decisions involving retention.

C. Department Heads.

Department Heads are directly responsible to the division chairpersons for consulting the goals contained in the Academic Master Plan and providing for the implementation of the goals in their respective academic areas.

D. Librarian.

The College Librarian is directly responsible to the Dean of Academic Affairs for the implementation of the library goals as set forth in the Academic Master Plan. The Librarian will also assist the Dean in the annual reviews of the Media Goals-Library.

E. Director of the Faculty Materials Center.

The Director of the Faculty Materials Center is directly responsible to the Dean of the College for the implementation of goals set forth in the F.M.C. section of the Academic Master Plan. The Director of the F.M.C. will assist the Dean in an annual review, evaluation, and revision of the operation and goals of the F.M.C.

BASIC STUDENT AND FACULTY DATA

TABLE I

FALL ENROLLMENT 1973-79 BY GRADE LEVEL

	Fall 1973			Fall 1974			Fall 1975			Fall 1976*		
	M	W	T	M	W	T	M	W	T	M	W	T
FRESHMEN	113	148	261	143	178	321	132	166	298	137	175	312
SOPHOMORES	100	101	201	86	81	167	86	114	200	89	119	208
JUNIORS	107	69	176	81	73	154	71	67	138	84	82	166
SENIORS	127	102	229	96	77	173	82	76	158	74	71	145
SPECIALS	6	8	14	13	18	31	20	47	67	20	50	70
TOTALS	453	428	881	419	427	846	391	470	861	404	497	901

*Projections for the Fall of 1976 are based upon the Student Retention data in Table II with a 4.4 percent increase in the Freshman class.

TABLE II

STUDENT RETENTION DATA

%/N of Fulltime Freshmen who completed Freshman Year in 1972-73	%= 84.3	N= 214/254
%/N of Fulltime Freshmen who completed Freshman Year in 1973-74	%= 77.6	N= 156/201
%/N of Fulltime Freshmen who completed Freshman Year in 1974-75	%= 87.2	N= 212/243
%/N of Fulltime Freshmen who returned from 1972-73 to 1973-74 AY	%= 62.6	N= 159/254
%/N of Fulltime Freshmen who returned from 1973-74 to 1974-75 AY	%= 64.2	N= 129/201
%/N of Fulltime Freshmen who returned from 1974-75 to 1975-76 AY	%= 67.5	N= 164/243
%/N of Fulltime 1970-71 Freshmen who completed a third year in 1972-73	%= N/A	N= N/A
%/N of Fulltime 1971-72 Freshmen who completed a third year in 1973-74	%= 44.7	N= 115/257
%/N of Fulltime 1972-73 Freshmen who completed a third year in 1974-75	%= 42.5	N= 108/254
%/N of Former Freshmen who graduated in 1972-73	%= 74.3	N= 211/284
%/N of Former Freshmen who graduated in 1973-74	%= 70.5	N= 177/751
%/N of Former Freshmen who graduated in 1974-75	%= 71.7	N= 152/212

TABLE III

FACULTY DEGREES - FULL-TIME INSTRUCTIONAL FACULTY*

Degree	Business			Educ & ** Psychology			Fine Arts			H.P.E.			Hum. & Soc.Sci.***			Math, Sci. & Tech.			TOTALS		
	Men	W	Tot	Men	W	Tot	Men	W	Tot	Men	W	Tot	Men	W	Tot	Men	W	Tot	Men	W	Tot
Doctor's/ Terminal	1	0	1	6	0	6	2	0	2	1	0	1	7	1	8	4	0	4	21	1	22
Master's	4	0	4	1	2	3	3	2	5	3	1	4	3	7	10	7	0	7	21	12	33
Bachelor's										1	1	2	0	1	1				1	2	3
TOTALS	5	0	5	7	2	9	5	2	7	5	2	7	10	9	19	11	0	11	43	15	58

*The table includes division chairpersons but excludes part-time and adjunct faculty. The table includes two individuals on leave of absence or equivalent status in the beginning of the 1975-76 academic year.

**Included in the count for the Division of Education and Psychology are the President of the College and the Director of Admissions and Records.

***Included in the count for the Division of Humanities and Social Science are the Dean of Academic Affairs, Director of College Relations, Director of the College Library, and the Assistant Librarian.

Percent of Faculty with Terminal Degrees = 37.9

TABLE IV

ACADEMIC RANKS OF FULL-TIME INSTRUCTIONAL FACULTY*

Rank	Business			Education & Psych.			Fine Arts			Health & Phy. Ed.			Humanities & Soc.Sci.			Math, Sci. & Tech.			TOTALS		
	Men	W	Tot	Men	W	Tot	Men	W	Tot	Men	W	Tot	Men	W	Tot	Men	W	Tot	Men	W	Tot
Professor	1	0	1							2	0	2	1	1	2	3	0	3	7	1	8
Associate Professor	1	0	1	5	2	7	2	1	3	1	0	1	4	4	8	5	0	5	18	7	25
Assistant Professor	2	0	2				3	1	4	1	0	1	2	3	5	3	0	3	11	4	15
Instructor	1	0	1							1	1	2							2	1	3
Lecturer										0	1	1	1	1	2				1	2	3
TOTALS	5	0	5	5	2	7	5	2	7	5	2	7	8	9	17	11	0	11	39	15	54

*Table IV excludes the administrators included in Table V who do not carry faculty rank:

President
Dean of Academic Affairs
Director of Admissions and Records
Director of College Relations

TABLE V

RANK PERCENTAGES OF TOTAL FULL-TIME FACULTY

	Professor	Associate	Assistant	Instructor	Lecturer	TOTAL
Men & Women	15%	46%	27%	6%	6%	100%

TABLE VI

RANK PERCENTAGES OF TOTAL FULL-TIME FACULTY BY SEX

Rank	Prof.	Assoc.	Ass't.	Instr.	Lect.
% of Men	17.9%	46.1%	28.2%	5.1%	2.5%
% of Women	6.6%*	46.6%	26.6%	6.6%	13.3%*

*The disparity between 17.9 percent and 6.6 percent at the Professor level is explained by the fact that no women on the Faculty hold a doctorate or terminal degree. The College criteria for promotion to the rank of professor reflects a major emphasis upon the attainment of a doctorate or terminal degree.